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Writing in the kindergarten classroom : it can be done!

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Writing in the kindergarten classroom : it can be done!

Abstract

When discussing early writing Vicki Spandel (2001) brings up the following very important point: "We need to notice the little things (not just the big milestones) and put them to work to encourage our young writers, who are often doing much more than they get credit for" (p. 321).

This project was built upon the idea that teachers would support writing through various instructional methods such as interactive, shared, and direct writing instruction. These activities are meant to supplement the Marion Independent School District kindergarten curriculum.

Writing in the Kindergarten Classroom – It Can Be Done!

A Graduate Project

Submitted to the

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Education

University of Northern Iowa

By

Stephanie Kartman

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Introduction

This research project was selected due to the results of a conversation about early writing instruction. A comment was made by a colleague when discussing early writing and how it applies to kindergarten students. During our discussion the teacher said that "students at this age are just not ready for writing." When discussing early writing Vicki Spandel (2001) brings up the following very important point: "We need to notice the little things (not just the big milestones) and put them to work to encourage our young writers, who are often doing much more than they get credit for" (p. 321). I immediately had a feeling of frustration and thought about students I had who showed evidence of early writing skills through their pictures and strings of letters. Although the strings of letters and familiar words they borrowed from environmental print may not have had any connections with their illustrations, the students were proving that they were capable of learning about the process of writing.

For my own professional development I researched writing instruction during my second year of teaching. Through readings and participation in conferences, I learned about the importance of modeling writing for young children through interactive writing experiences. As a teacher I now had the knowledge of how to teach writing in my classroom but had very limited resources and activities to follow-up instruction. I wondered how I could help my students become excited about writing and how to include writing for authentic purposes as a part of the curriculum. While discussing the gingerbread man during a unit in December of 2002 I realized how excited students get when responding to literature. After reading multiple versions of the gingerbread man and creating our own classroom gingerbread man, students decided to make "wanted posters" for the run away gingerbread man. The excitement and enthusiasm the students displayed while illustrating and writing during a forty-five minute block of time was unbelievable! This event marked the beginning of my search for literature-based writing activities to incorporate into the kindergarten classroom.

I began to look at the kindergarten curriculum in the area of writing for the Marion Independent School District in Marion, Iowa. The McGraw-Hill reading series identified some ideas for journal writing topics but I was not happy with the selection. I decided to develop my

own writing activities that would follow the writing benchmarks and indicators for kindergarten, supplement the McGraw-Hill reading series, and the thematic units that I teach in kindergarten.

Kindergarten teachers became responsible for teaching about the language of "Ideas" as part of the 6-Trait Writing training that was required through the district in the summer of 2002. The 6-Traits, as described by Vicki Spandel (2001), are Ideas, Organization, Voice, Word Choice, Fluency, and Conventions (see Appendix B). As I thought about what each grade level was responsible for introducing, I wondered why "Ideas" should be the only trait I introduced with my students. It seems as if I was already touching on the other five areas when doing shared and interactive writing. During shared writing students and I collaborate together and determine what text should be written. They explain their ideas and tell me what to write as I act as scribe. Interactive writing lets students take on a more active role in the writing process. They not only help construct the text but also help write it. Students hold the pen and write familiar word wall words, letters, names, punctuation, etc. Throughout these writing experiences I questioned and gave direct instruction on many of the 6-Traits of Writing such as conventions, ideas and organization. When re-reading the text students learned about voice and fluency traits. So, why stop there? I decided to adapt the 6-Trait language for all areas in my classroom.

Purpose of the Project

The purpose of this project is not to discuss how teachers can implement the 6-Trait Writing language into their classroom. If interested, teachers can read more about 6-Trait writing in the book *Creating Writers Through 6-Trait Writing Assessment and Instruction* by Vicki Spandel (2001). Instead, the objectives for the project include the following:

1. This project will provide teachers with literature-based activities that supplement the kindergarten curriculum and units and meet the Marion Independent School District benchmarks and indicators for writing.
2. This project will provide a rubric for teachers to use when assessing kindergarten students' writing using the 6-Trait writing language.

3. This project will help teachers become aware of how young students are capable of communicating through writing when appropriate instruction and 6-Trait language is used in the classroom.

This project was built upon the idea that teachers would support writing through various instructional methods such as interactive, shared and direct writing instruction. These activities are meant to supplement the Marion Independent School District kindergarten curriculum.

Literature Review

The term emergent literacy describes "children's language development from the time they begin to experience the uses of print to the point where they can read and write independently" (Muzich, 1999, p. 9). Emergent literacy, first used by Marie Clay (1975), recognizes that children have some knowledge about language before they enter school. Although children entering school may not yet know how to read and write, they have acquired literacy skills pertinent to learning the systems of language. A child who can distinguish between writing and drawing has definitely acquired emergent literacy skills (Morrow, 1997). In reviewing the literature, the following areas of literacy will be covered: (a) Literacy development, (b) processes of reading and writing, (c) benefits of early writing instruction, and (d) implications for instruction. Each of these areas will be addressed in the following paragraphs.

Literacy Development

Where does emergent literacy development begin and how do children begin to acquire such skills? It is known that children begin to experience literacy at a very early age. Children develop reading and writing skills at a very young age through family interaction and social experiences. Many parents may not even realize that their child is experimenting with communication until it is pointed out. When children see family members writing notes, shopping lists, and cards they are experiencing communication through reading and writing. Yetta Goodman found in researching preschool and kindergarten students that many already had knowledge of literacy concepts important to reading (1984). For example, some had developed concepts of print such as being able to recognize a letter or picture and knowing how to hold a book. Goodman's work also recognized how children used environmental print to make sense of reading and writing in their world. Studies have shown that children attempt to "communicate in writing at a very early age" (Morrow, 1997, p.12). As Clay (1987) states, "Through sample analysis of children's first attempts at writing, it is clear that they have an

interest in writing, that they model adult writing behaviors, and that their scribbles, drawings, random letters, and invented spellings are early forms of writing" (p. 2). Children develop emergent writing skills early on and through meaningful experiences.

Processes of Reading and Writing

Reading and writing are complex processes that engage students in experiences with verbal and written symbols (Morrow, 1997). According to Clay (1993), "Reading involves messages expressed in language and knowing about the conventions used to print language" (p. 10). When children write they are constructing meaning through print in much the same way they do when reading. "Writing is viewed as a meaning making process in which writers negotiate meaning with texts they are producing" (Strickland, Bodino, Buchan, Jones, Nelson, & Rosen, 2001, p. 386). Through writing experiences children learn about reading and through reading children learn about print and how writing works. The two processes develop simultaneously and are often taught in conjunction with each other.

Benefits of Early Writing Instruction

Educators recognize that children bring to school knowledge of language, reading, and writing. It is the educators' job to build upon this knowledge and help students develop skills to become independent learners of language. The idea of the relationship between reading and writing is a major benefit for teaching writing early on. Writing instruction not only teaches children about purposeful written communication, it also supports reading instruction. Through writing, children begin to notice relationships between print, patterns, letters, sounds, and words and not only learn about writing but reading as well. For example, when students write they put down sounds they hear and transfer spoken language into writing (Morrow, 1997). As Allington and Cunningham (1996) state, "...when they can't spell a word perfectly, they try to 'sound spell' it and actually put to use whatever letter-sound knowledge they have learned" (p. 57). Morrow (1997) explains that the more writing experience children have, the "better they become

at segmenting sounds into words, which not only develops their ability to write, but their ability to read independently as well" (p. 274).

A study relevant to the literature review and providing support for writing in kindergarten and first grade includes that of Vernon & Ferreiro (1999). Unlike other studies where a relationship between phonemic awareness development and reading have been found, Vernon & Ferreiro found a correlation between students' writing levels and phonemic awareness. The researchers interviewed kindergarten and first grade students who had no prior reading or phonics instruction on the tasks of writing and oral segmentation. For the purpose of determining students' writing levels, students were asked to write and then read seven different words. Students were also asked to orally segment words when shown pictures and written text. It was found that children who were strong in the area of writing were also strong in phonemic awareness skills. Authors concluded that "...writing and reading activities may help children become aware of the sound structure of language" (p. 410).

Snow, Burns and Griffin (Eds.) (1998) also support the correlation between writing and phonemic awareness development by stating, "Beginning writing with invented spelling can be helpful for developing understanding of phoneme identity, phoneme segmentation, and sound-spelling relationships" (p. 323). Teachers can gain valuable knowledge of children's "phonological sensitivity and orthographic knowledge" by analyzing children's writing and spelling (p. 188). Instruction can then be developed according to students' individual differences and academic needs.

Another benefit of early writing is the connection children make to the world of print around them. Writing helps children become aware of print around them. They begin to recognize spelling patterns and familiar words. Students then start to include their knowledge of print in their writings (Morrow, 1997). Children are excited about their observations and eager to point them out.

Implications for Instruction

Teachers who want to approach the beginning writing process in kindergarten need to understand how literacy develops and the conditions that best support its development. They should use this knowledge to design an instructional plan for their students. The most important thing kindergarten teachers need to do is give their students a purpose for writing. As Morrow (1997) states, "Generally, the best way to assist children in language and literacy development is to create situations for meaningful use..." (p. 269). One way to provide students with meaningful writing experiences is through the use of literature. Literature use in the classroom is a way for students to connect their ideas of writing with a theme. Teachers who use stories and poems as a way for students to connect their information while writing, provide opportunities for students to take risks. This can be especially beneficial for students who have minimal prior knowledge about a subject area. Most importantly, students understand their purpose for writing and become excited about writing when they are able to make connections with text.

Children also need to view writing as functional. Snow, Burns and Griffin (Eds.), (1998) state, "Literacy practice involves children learning the functional uses of literacy as they engage in a variety of purposeful literacy acts in the everyday life of the family" (p. 142). Children should be immersed in different writing experiences that will become an "important part of their lives" (p. 142). Examples of functional uses of writing include the following: writing grocery lists, letters, notes, recipes, newspapers, posters and classroom books.

Students also need direct instruction of writing. Although many emergent literacy skills are acquired through play and peer interactions, these experiences alone are generally not enough for children to develop into independent writers. Strategies such as interactive and shared writing allow children to be engaged in meaningful writing activities while learning about the process of writing (Muzich, 1999). Modeling is an important part of writing development. Children must see adults writing and be

given support when attempting early writing (Morrow, 1997). A study by Craig (2003) looked at the effects of interactive writing and metalinguistic games instructional approaches on "phonological awareness, alphabetic knowledge, and early reading of kindergarten children" (p. 439). The approaches were different in that the interactive writing approach included students being directly involved with writing while teachers modeled and demonstrated. The metalinguistic games approach was based on a sequence of activities provided by a phonemic awareness curriculum with no connection to or modeling of writing. It was found that students in the interactive writing group performed equally as well or exceeded the performance of students in the metalinguistic games group on the assessed areas. There were significant differences found between students in the interactive writing and metalinguistic games groups on the reading assessments in the areas of word identification, passage comprehension, and word reading development. Based on the reading results it was concluded that "interactive writing not only enhances kindergarten children's word reading but also their reading comprehension" (p. 440).

To have a successful writing program teachers must be aware of children's prior knowledge and experiences with writing in order to guide instruction and meet individual needs. Prior knowledge is an "important factor in determining how much readers will comprehend and how well writers will be able to communicate about a given topic" (Allington & Cunningham, 1996, p. 43). Writers who have an abundance of prior knowledge will find communicating through writing easier than students with minimal prior knowledge (Allington & Cunningham, 1996). Educators need to support children in learning about the world around them. Teachers who are aware of their students' prior knowledge will be able to support learners and give more attention to children who need it the most (Clay, 1993).

In summary, children benefit from early writing instruction in many ways. Early educators lay the groundwork for students who will one day develop into successful independent readers and writers. There are several ways that teachers can support

writing in their classroom so students' feel that their writing is purposeful and functional.

Using literature, for example, in the classroom to expose students to new writing experiences helps gain student interest. Not only will students be excited to write, but they will understand their purpose for writing. The use of literature in writing helps students make connections with text and construct meaningful text. By gaining knowledge of how to use literature to promote writing experiences, educators will be able to develop a plan for the support of successful writing in their classroom while discovering new writing ideas. Writing to accomplish a variety of purpose will also help children see how writing can be a functional part of their everyday lives.

Methodology

The materials in this project were gathered in a variety of ways. I began by developing and accumulating activities that would incorporate the writing of the twenty-five word wall words as described in the Marion Independent School District K – 5 Language Arts Scope and Sequence. Each activity within the word wall word section involves students printing one word wall word within the context of a sentence or phrase while developing their own ideas. For example, in the first writing activity on page 11 the word wall word “my” is introduced. Students trace and print the word wall word “my” and then construct their own sentence using the word “my.” Many of the activities in this section were copied with permission for use in the classroom from the professional resource *Sight Word Readers* by Beech (see p. 253 for reference). Activities copied from *Sight Word Readers* were chosen based upon the twenty-five word wall words assessed in kindergarten in the Marion Independent School District. Activities that were not selected from this resource contained word wall words that are not part of the kindergarten reading curriculum. Other word wall word activities not taken from *Sight Word Readers* were developed using my ideas. Some activities require students to use a word wall word within a sentence by completing a typed activity page. For example, when students are introduced to the word wall words “I, like, & and,” (p. 42) students complete the activity sheet by drawing food in the boxes that are provided.

The literature-based writing activities are to be used with yearly kindergarten themes and were all developed using my ideas. The literature-based writing activities involve the teacher reading a piece of literature and students making connections with the text while completing an activity. For example, in one activity the teacher reads *Twinkle, Twinkle Little Star* by Iza Trapani. Students then think of what they would wish for if they had one wish and complete the activity page.

The list of children’s books that is included within Appendix A was gathered according to my personal use of literature throughout my kindergarten classroom. All of the activities presented in the project are in sequence with the Marion Independent School District kindergarten curriculum.

Word Wall Word Activities

The following section includes writing activities that implement the twenty-five word wall words kindergarten students are responsible for learning according to the Marion Independent School District K-5 Language Arts Scope and Sequence. At the top of each activity are the letters WWW. These letters stand for "Word Wall Word/s" and describe the focus word wall word for the activity. The following word wall words are used throughout the writing activities:

my	to
the	me
a	go
that	do
and	for
I	he
like	she
is	has
said	with
we	was
are	not
you	of
have	

Writing Activity

WWW: my

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader My Bear
- activity sheet



Procedures:

The WWW “my” will have already been introduced to students. Teacher presents the book My Bear during a small group guided reading lesson. Students’ practice reading the book and identifying the new WWW “my.” When finished reading, teacher guides students through the activity sheet used with My Bear.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *My Bear*.

Writing the Word **my**

Trace the word and say it aloud.

my my my

Write the word.



This is
my bear.

Read the sentence.

This is my bear.

Write the word and complete the sentence.

This is _____ bear.

Write your own sentence using the word.

Writing Activity

WWW: my

Objectives:

1. Students will be able to develop an idea and complete the individual worksheet.
2. Students will attempt to label the drawing.

Setting: large group

Materials:

- Big Book story My School (McGraw-Hill Kindergarten Reading Series)
- activity writing page
- cover page for class book My School

Procedure:

Teacher presents the big book story My School and guides the class in reading the story. When finished, students and teacher brainstorm ideas of things they could include in the class book My School. For example, students might choose to draw pictures of the following:

- my crayons
- my book bag
- my friends
- my lunchbox
- my coat
- my markers
- my desk
- my folders
- my teacher
- my pencils
- my lunch ticket
- my nametag

After brainstorming ideas, students are given the activity sheet.

Directions:

1. Trace the WWW my.
2. Draw a picture of something that you have at school.

Teacher will then collect activity papers and put them together with the cover page to complete the class book. The class book will then be read aloud. Each student will be given the opportunity to read their

individual page. The book will be included among the collection of books in the class library.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Conventions

My



School

By _____

Name _____

_____ my _____

Writing Activity

WWW: the

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Find It!
- activity sheet



Procedures:

The WWW “the” will have already been introduced to students. Teacher presents the book Find It! during a small group guided reading lesson. Students’ practice reading the book and identifying the new WWW “the.” When finished reading, teacher guides students through the activity sheet used with Find It!.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Find It!***Writing the Word the**

Trace the word and say it aloud.

the the the

Write the word.

We find
the hats.

Read the sentence.

We find the hats.

Write the word and complete the sentence.

We find _____ hats.

Write your own sentence using the word.

Writing Activity

WWW: the

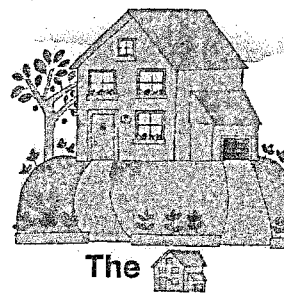
Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.

Setting: large group

Materials:

- Big Book story The House (McGraw-Hill Kindergarten Reading Series)
- activity writing page
- cover page for class book The Classroom
- crayons
- pencils



Procedure:

Teacher presents the big book story The House and guides the class in reading the story. When finished, students and teacher brainstorm ideas of things they could include in the class book The Classroom. For example, students might choose to draw pictures of the following:

- | | | |
|-----------------|----------------------|--------------------|
| • the fish tank | • the reading center | • the sink |
| • the calendar | • the tables | • the calendar |
| • the lockers | • the flag | • the helper chart |

After brainstorming ideas, students are given the activity sheet.

Directions:

1. Trace the WWW "the."
2. Draw a picture of something that is part of the classroom.

Teacher will then collect activity papers and put them together with the cover page to complete the class book. The class book will then

be read aloud. Each student will be given the opportunity to read their individual page. The book will be included among the collection of books in the class library.

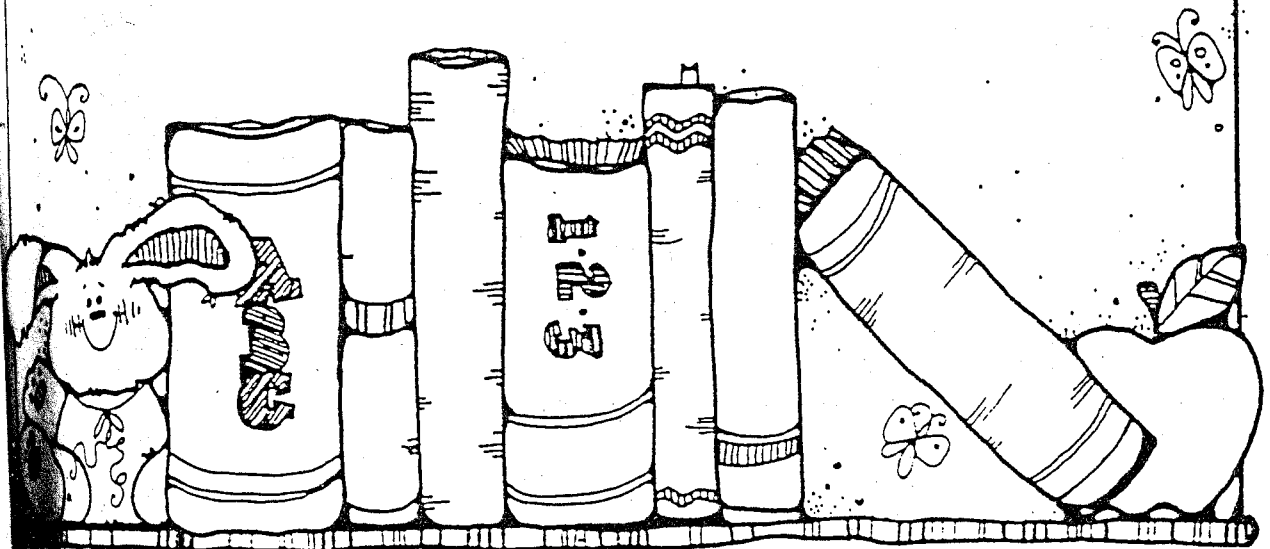
Assessment:

Form: Observation

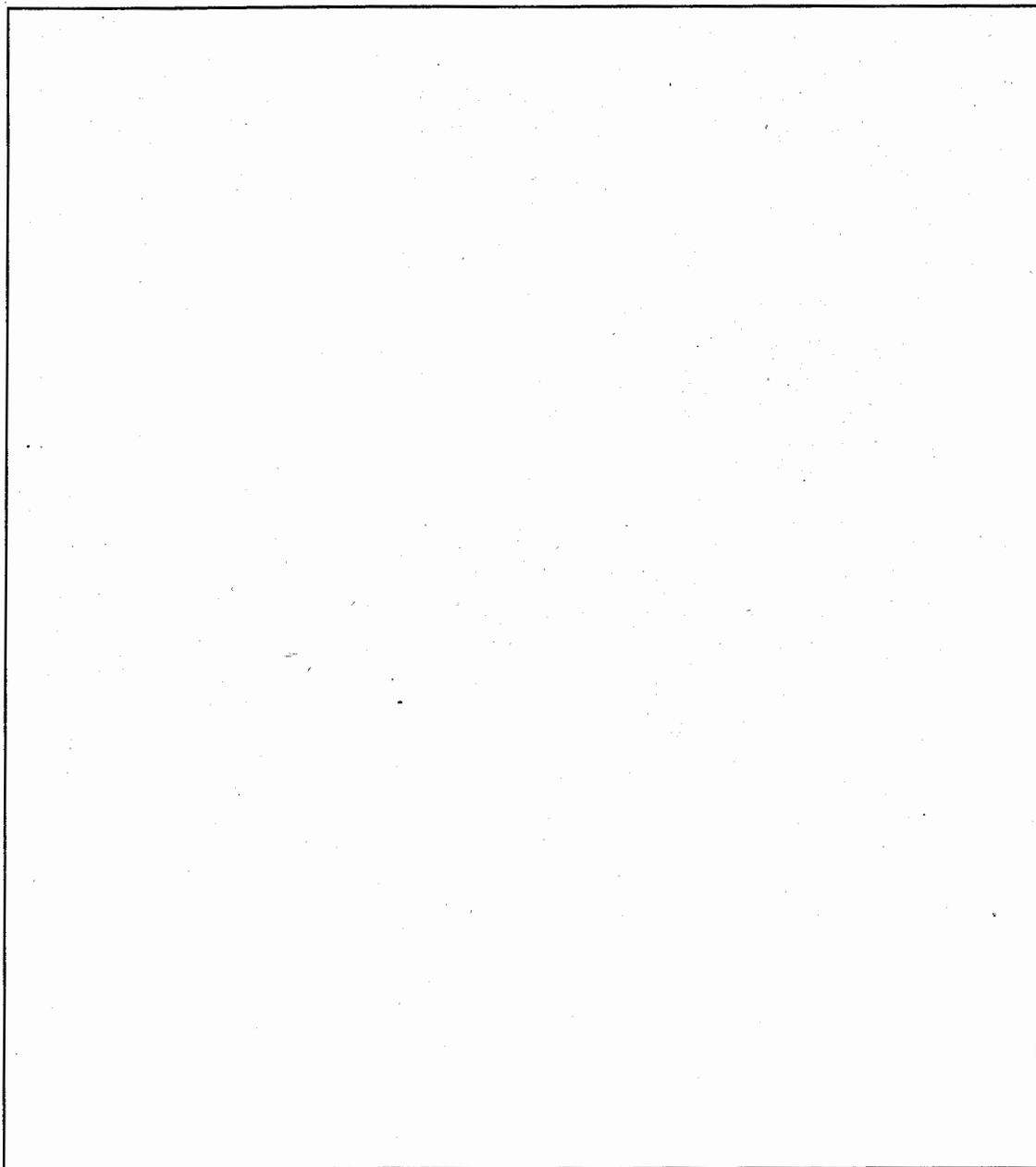
Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Conventions

The Classroom



Name _____



the _____

Writing Activity

WWW: a

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader That Is Funny!
- activity sheet



Procedures:

The WWW "a" will have already been introduced to students. Teacher presents the book That Is Funny! during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "a." When finished reading, teacher guides students through the activity sheet used with That Is Funny!.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *That Is Funny!*

Writing the Word a

Trace the word and say it aloud.



Write the word.



I see a
funny man.

Read the sentence.

I see a funny man.

Write the word and complete the sentence.

I see ____ funny man.

Write your own sentence using the word.

Writing Activity

WWW: a

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- Big Book story A Present (McGraw-Hill Kindergarten Reading Series)
- activity writing page



A 

Procedure:

Teacher presents the big book story A Present and guides the class in reading the story. When finished, students brainstorm ideas of things they would like to get for a present. Teacher introduces the activity sheet.

Directions:

1. Trace the WWW "a" and complete the story sentence.
2. Draw a picture of something you would like to receive for a present.

Teacher will then collect activity papers. The teacher or any adult helper should call students over to read their sentence and explain their picture. Activity papers can then be displayed at students' level so other students may view and enjoy the work.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Name _____



I have _____



Writing Activity

WWW: that

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader That Hat!
- activity sheet



Procedures:

The WWW “that” will have already been introduced to students. Teacher presents the book That Hat! during a small group guided reading lesson. Students’ practice reading the book and identifying the new WWW “that.” When finished reading, teacher guides students through the activity sheet used with That Hat!.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

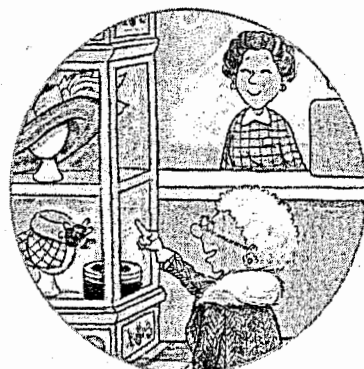
Use with *That Hat*.

Writing the Word that

Trace the word and say it aloud.

that that that

Write the word.



I want
that hat.

Read the sentence.

I want that hat.

Write the word and complete the sentence.

I want _____ hat.

Write your own sentence using the word.

Writing Activity

WWW: that

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.

Setting: large group

Materials:

- sentence strips that read "That is the..."
- crayons or markers
- pencils

Procedure:

Students take a quick walk around the classroom and find something that they would like to draw and label. After students gather at the carpet, the teacher presents the sentence strip and shows an example.

Directions:

1. Trace the WWW "that" and "the."
2. Use crayons or markers to draw a picture of something in the classroom.
3. Try to sound out the word and at least write the beginning letter of the word.

When students are finished, help them hang their sentences next to the object they wrote about in the classroom.

Assessment:

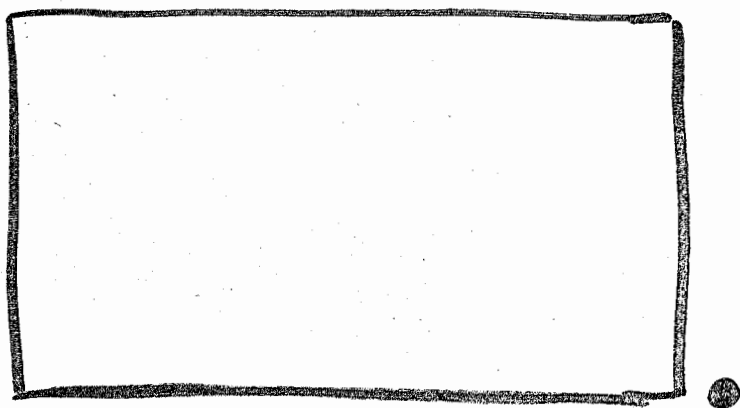
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Conventions

That is

the



Writing Activity – Review Week

WWW: my, the, a & that

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawings.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- activity sheet with WWW sentences
- overhead example of activity sheet
- stickers
- word stamps
- crayons

Procedure:

Teacher presents the activity sheet on the overhead. Students use comprehension skills to help teacher complete WWW sentences. Teacher then explains the directions for completing the individual student activity sheet.

Directions:

1. Write the WWW above the lines for the first sentence.
2. Read the incomplete sentence and decide how you will complete the sentence so it makes sense. (Students may use stickers and/or word stamps as nouns to complete the sentences).
3. Use crayons to color in the "paint splotch" at the end of the sentence.

When finished, students read their sentences to a friend and/or teacher.

Assessment:

Form: Observation

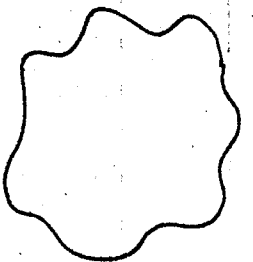
Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Name _____

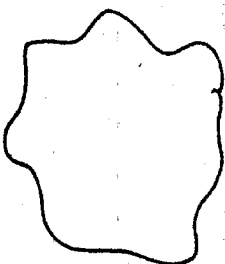
My _____

is _____



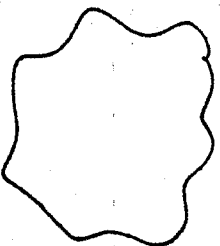
That _____

is _____



The _____

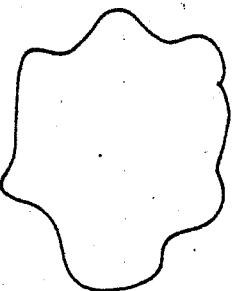
is _____



Writing in Kindergarten

My _____

is _____



Writing Activity

WWW: and

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader My Dog
- activity sheet



Procedure:

The WWW “and” will have already been introduced to students. Teacher presents the book My Dog during a small group guided reading lesson. Students’ practice reading the book and identifying the new WWW “and.” When finished reading, teacher guides students through the activity sheet used with My Dog.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *My Dog*.

Writing the Word and

Trace the word and say it aloud.

and and and

Write the word.

I sweep and
you sleep.

Read the sentence.

I sweep and you sleep.

Write the word and complete the sentence.

I sweep _____ you sleep.

Write your own sentence using the word.

Writing Activity

WWW: and

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawings.

Setting: large group

Materials:

- activity sheet
- pencils, crayons or markers
- magazines

Procedure:

Teacher introduces activity sheet and explains directions.

Directions:

1. Write your name with a pencil on your paper.
2. Read the sentence and trace the word "and."
3. Draw or find pictures in a magazine of something you like and something you have.
4. Complete the sentence so it makes sense.

When students are finished, call them over to read their sentences individually. Sentences may also be shared with a partner or adult helper.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Conventions

Name _____

1. I like

and

2. I have a

and

Writing Activity

WWW: I

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Farm Friends
- activity sheet



Procedures:

The WWW "I" will have already been introduced to students. Teacher presents the book Farm Friends during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "I." When finished reading, teacher guides students through the activity sheet used with Farm Friends.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

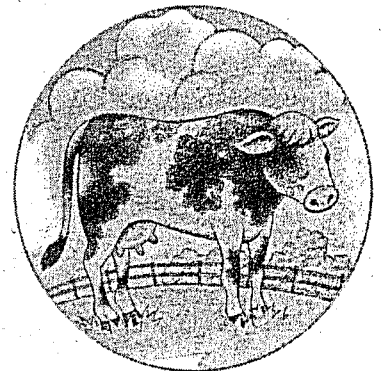
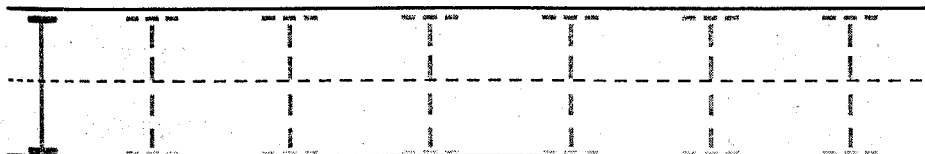
Areas: Ideas & Organization

Name: _____

Use with *Farm Friends*.

Writing the Word I

Trace the word and say it aloud.



I see a cow.

Write the word.

Read the sentence.

I see a cow.

Write the word and complete the sentence.

_____ see a cow.

Write your own sentence using the word.

Writing Activity

WWW: like

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Animals
- activity sheet



Procedures:

The WWW "like" will have already been introduced to students. Teacher presents the book Animals during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "like." When finished reading, teacher guides students through the activity sheet used with Animals.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Animals*.

Writing the Word like

Trace the word and say it aloud.

like like like



I **like** to climb.

Write the word.

Read the sentence.

I like to climb.

Write the word and complete the sentence.

I _____ to climb.

Write your own sentence using the word.

Writing Activity

WWW: I, like, and

Objectives:

1. Students will be able to develop an idea and complete the individual worksheet.
2. Students will attempt to label the drawings.

Setting: large group

Materials:

- student activity page
- pencils, crayons & markers

Procedure:

Begin a discussion with students by asking them what kinds of foods they like. Quickly draw pictures and write the word of the food students like on the board. Introduce the student activity page. (Students will need to work in pairs for this activity).

Directions:

1. Both partners write their name on the line.
2. Partners interview each other and ask, "What is your favorite food?"
3. Read the sentences.
4. Draw small pictures of the foods you like.
5. When finished drawing, let each partner read their sentence to the other.

When the class is finished, or at a later time of the day, let students use this activity as a way to introduce a new friend.

Assessment:

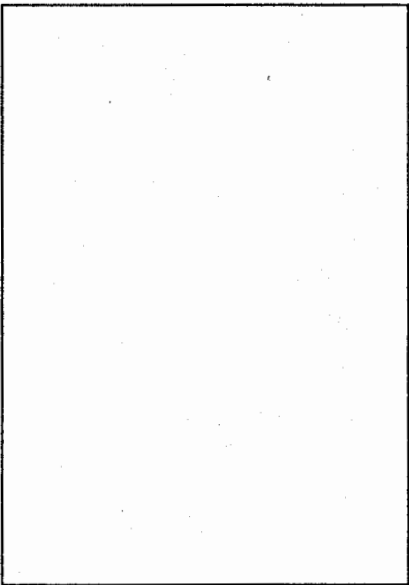
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

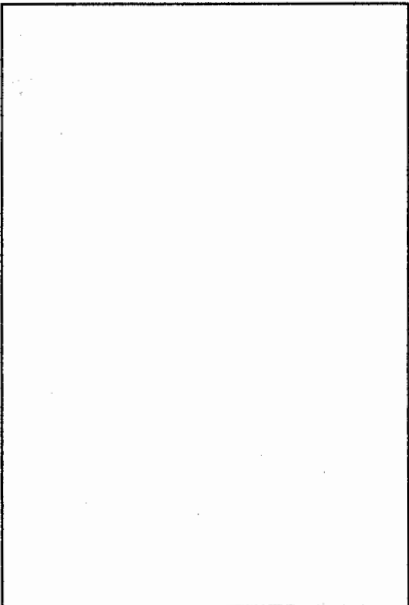
Areas: Ideas & Conventions

Names _____

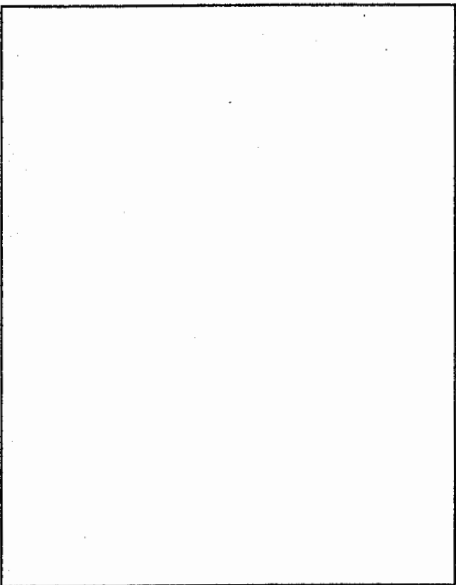
I like



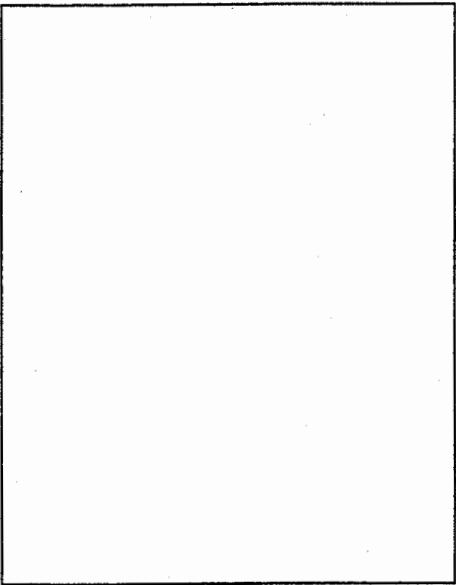
and



I like



and



Lesson Plan

WWW: is

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader This Is a Peach
- activity sheet



Procedures:

The WWW "is" will have already been introduced to students. Teacher presents the book This Is a Peach during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "is." When finished reading, teacher guides students through the activity sheet used with This Is a Peach.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *This Is a Peach*.**Writing the Word is**

Trace the word and say it aloud.

is is is is is is

This **is**
a seed.

Write the word.

Read the sentence.

This is a seed.

Write the word and complete the sentence.

This ____ a seed.

Write your own sentence using the word.

Writing Activity

WWW: is

Objectives:

1. Students will be able to develop an idea and complete the book.
2. Students will attempt to label the clip art and/or drawings.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- student activity page
- Our Mobile (pattern book)
(McGraw-Hill Kindergarten Reading Series)
- pencils, crayons & markers
- magazines & stencils (optional)

Preparation:

Copy, cut and staple student books together.

Procedure:

Teacher begins by reading the pattern book Our Mobile. Students put a "thumbs-up" whenever they hear the WWW "is." The student activity is introduced and directions are given.

Directions:

1. Write your name on the cover of the book.
2. Begin by reading the sentence.
3. Trace the WWW's.
4. Draw a picture, use stencils or cut pictures from a magazine to complete the sentence.
5. Continue until all pages are complete.
6. Share your book with a friend.

These books may be kept and included in a classroom library for students to enjoy.

Assessment:

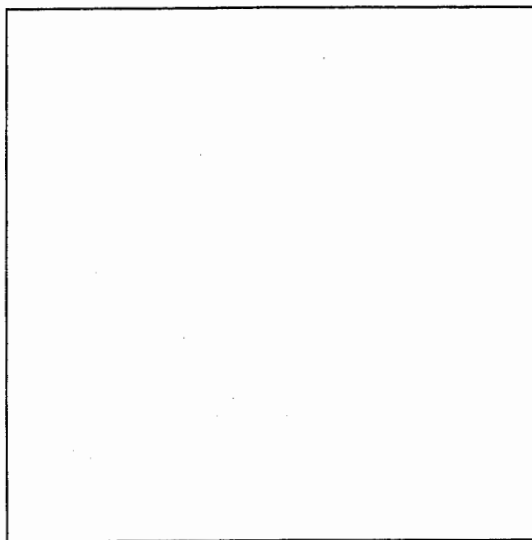
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

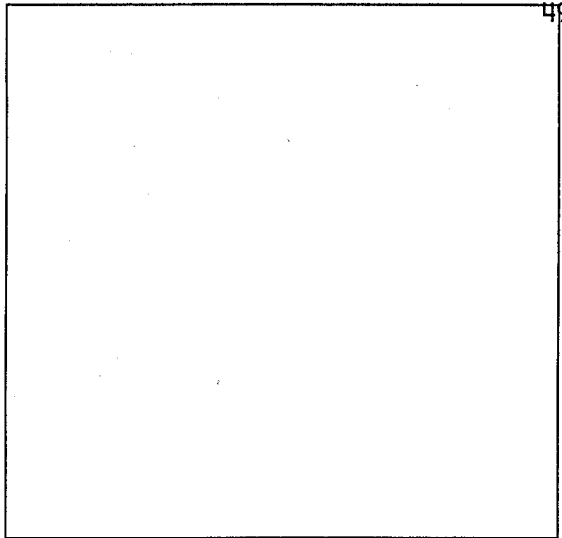
Areas: Ideas, Organization & Conventions

Name _____

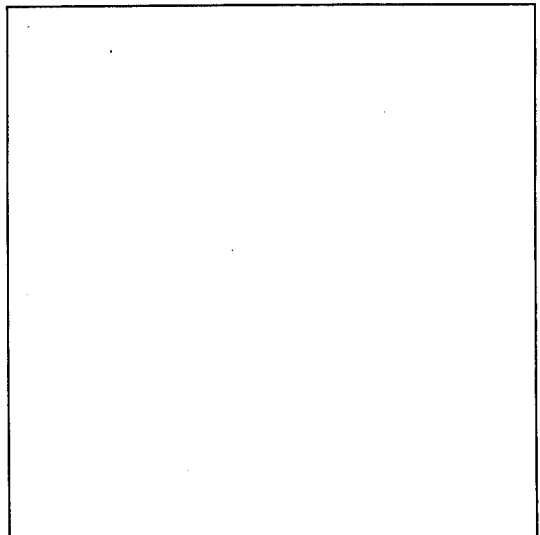
That _____ is _____ my



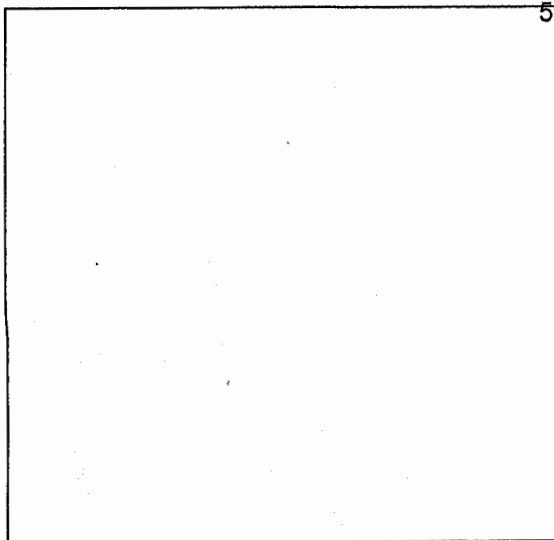
That _____ is _____ the



That _____ is _____ a



That _____ is _____ me .



Writing Activity

WWW: said

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Run!
- activity sheet



Procedures:

The WWW "said" will have already been introduced to students. Teacher presents the book Run! during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "said." When finished reading, teacher guides students through the activity sheet used with Run!.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Run!***Writing the Word said**

Trace the word and say it aloud.

said said said



"Run!" said
the zebra.

Write the word.

Read the sentence.

"Run!" said the zebra.

Write the word and complete the sentence.

"Run!" _____ the zebra.

Write your own sentence using the word.

Writing Activity

WWW: said

Objectives:

1. Students will attempt to label the clip art pictures.
2. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- book Franklin's New Friend by Paulette Bourgeois & Brenda Clark
- student activity book My Friends Like
- student digital pictures
- food clip art
- pencils & glue sticks



Preparation:

Copy, cut and staple student activity books. Call each student over individually and ask them what two friends they would like to interview. Write the names of their friends next to the clip art picture in the student books. Tally the total number of student digital pictures needed for the books. Copy, cut, and glue the student pictures into the activity book.

Procedure:

Teacher begins by reading the book Franklin's New Friend by Paulette Bourgeois & Brenda Clark. Begin a discussion by asking students how we can show friendship in our class. Let students share their ideas with a partner or large group. After the discussion, the student activity book is introduced and directions are given.

Directions:

1. Write your name on the line on the front cover of the book.
2. Open the book and look at the picture of your friend on the first page. Begin by writing their name on the line under their picture.
3. Next, trace the WWW's.

4. Find your friend and show them the pictures of food. Ask them to point to the picture that shows their favorite food.
5. Cut out the picture of food and glue it at the end of the sentence.
6. Copy the word from the top of the picture onto the last line in the sentence.
7. Interview your next friend and continue until the book is complete.

When finished, have students share their books with a friend. These are great to keep as part of a classroom library. Students enjoy seeing their pictures and reading about their friends.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Organization & Conventions

_____ said, "I like _____."



My Friends Like



Written and Illustrated By:

said, "I like _____."



said, "I like _____."



Writing Activity

WWW: we

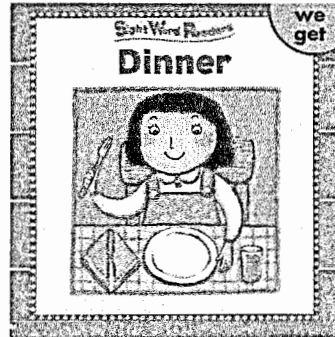
Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Dinner
- activity sheet



Procedures:

The WWW “we” will have already been introduced to students. Teacher presents the book Dinner during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW “we.” When finished reading, teacher guides students through the activity sheet used with Dinner.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Dinner*.

Writing the Word we

Trace the word and say it aloud.

we we we we

Write the word.



Look at the cheese **we** get.

Read the sentence.

Look at the cheese we get.

Write the word and complete the sentence.

Look at the cheese ____ get.

Write your own sentence using the word.

Writing Activity

WWW: we

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label the drawings.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- student activity sheet
- pencils & markers

Procedure:

Teacher begins by leading a discussion with students of things they like to do at school. Student ideas are written on the board. The student activity sheet is then introduced.. Students are able to choose a partner to complete the activity with. Teacher may be used as a partner if numbers of students are odd.

Directions:

1. Write the names of both partners at the top of the page.
2. Discuss with your partner what he or she likes to do at school.
3. Draws a picture of something you like to do at school.
4. Try to sound out the word and write the sounds you hear.
5. When finished, partners read their sentence together.

Give students the opportunity to read their sentence to the class.

Assessment:

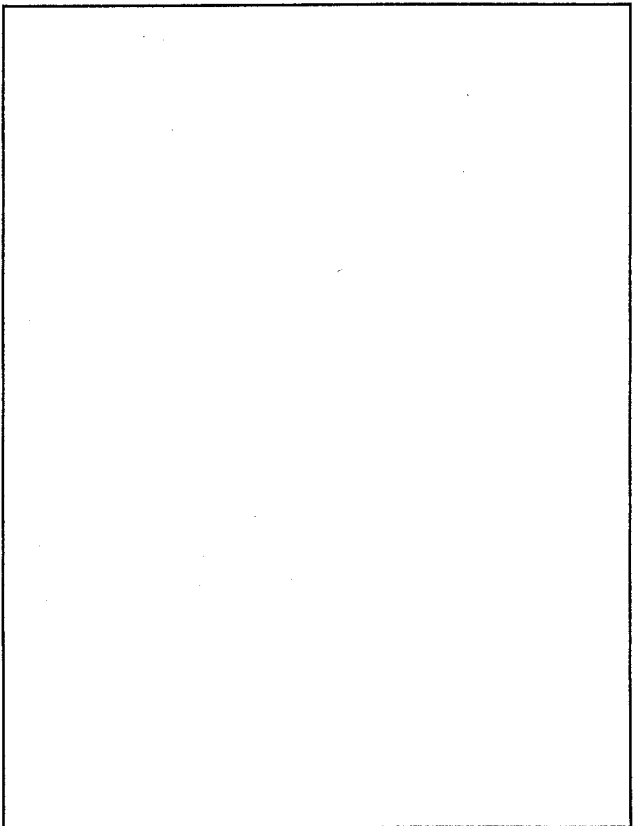
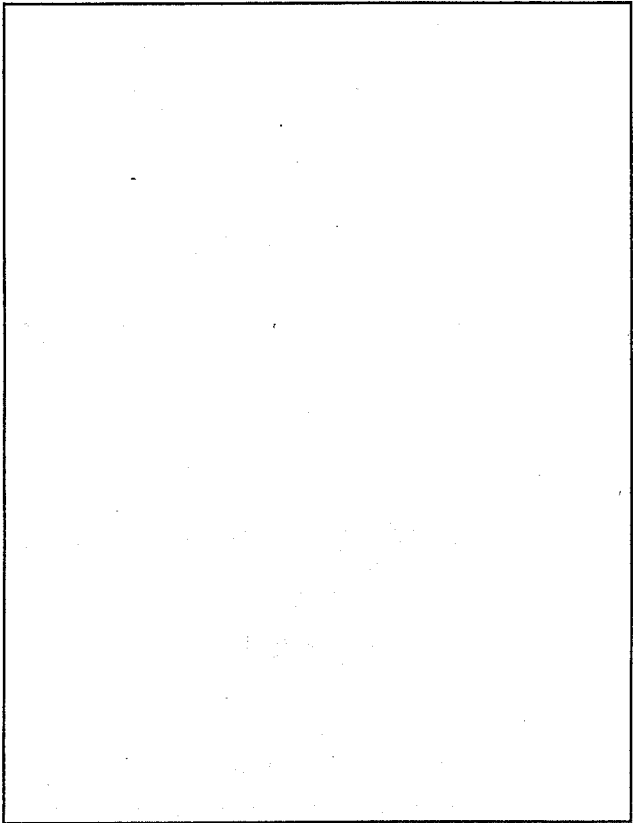
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Names _____

and _____



We _____

like _____

and _____

Writing Activity

WWW: are

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader The Party
- activity sheet



Procedures:

The WWW "are" will have already been introduced to students. Teacher presents the book The Party during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "are." When finished reading, teacher guides students through the activity sheet used with The Party.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

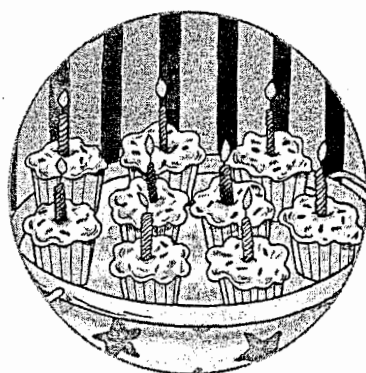
Name: _____

Use with *The Party*.**Writing the Word are**

Trace the word and say it aloud.

are are are

Write the word.

Here **are**
the cupcakes.**Read the sentence.**

Here are the cupcakes.

Write the word and complete the sentence.

Here _____ the cupcakes.

Write your own sentence using the word.

Writing Activity

WWW: you

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader My Dog
- activity sheet

Procedures:



The WWW "you" will have already been introduced to students. Teacher presents the book My Dog during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "you." When finished reading, teacher guides students through the activity sheet used with My Dog.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *My Dog*.

Writing the Word **you**

Trace the word and say it aloud.

you you you



I rake and
you shake.

Write the word.

Read the sentence.

I rake and you shake.

Write the word and complete the sentence.

I rake and _____ shake.

Write your own sentence using the word.

Writing Activity

WWW: you

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawings.
3. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- lined writing paper
- pencils & markers

Preparation:

Pair students up to be pen pals. Think of students' writing abilities and try to pair up a stronger writer with a weaker writer.

Procedure:

Explain to students that they will be writing letters to their pen pals. Students are to think of three different questions to ask that their pen pal could easily answer. Show students the example of a letter. Students may choose to copy the example letter or come up with their own questions. Students must use the WWW "you" in every sentence. Guide students in the writing process. At a later date, students will write back and answer the questions posed in the first letter. Students will have opportunities to guess who their pen pal is.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Dear pen pal,

1. Do you have



brown hair

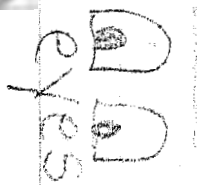


?

2. Do you have



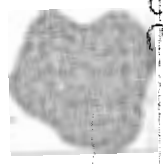
blue



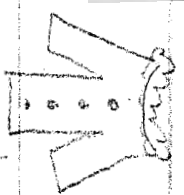
eyes

?

3. Do you have a



red



coat

?

From,

me

Writing Activity

WWW: have

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Three
- activity sheet



Procedures:

The WWW "have" will have already been introduced to students. Teacher presents the book Three during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "have." When finished reading, teacher guides students through the activity sheet used with Three.

Assessment:

Form: Observation

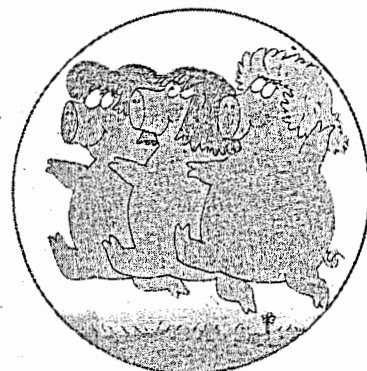
Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Three*.

Writing the Word have



The pigs **have**
three wigs.

Trace the word and say it aloud.

have have

Write the word.

Read the sentence.

The pigs have three wigs.

Write the word and complete the sentence.

The pigs _____ three wigs.

Write your own sentence using the word.

Writing Activity

WWW: have

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawings.
3. Students will demonstrate left to right when printing.

Setting: small or large group

Materials:

- lined writing paper
- pencils & markers

Procedure:


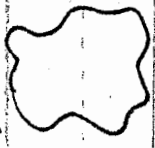
Explain to students that they will be answering the letters that their pen pals gave to them. Students are to read the letters and think of how they should answer the questions. (Some students may need help reading their individual letters). Show students the example of a letter. This may be used as a guide when students are writing their answers. Students must use the WWW "have" in every sentence. Guide students in the writing process. When students are finished writing, the teacher should pass out the letters to the appropriate students. Students should have an opportunity to read the letters aloud and try to guess who their secret pen pal is.

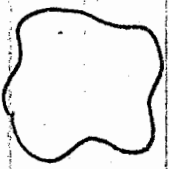

Assessment:

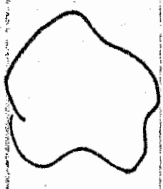
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Dear pen pal,  I have  hair.

2. I have   eyes.

3. I have a  coat.

From,
me

Writing Activity

WWW: to

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Animals
- activity sheet



Procedures:

The WWW "to" will have already been introduced to students. Teacher presents the book Animals during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "to." When finished reading, teacher guides students through the activity sheet used with Animals.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Animals*.**Writing the Word to**

Trace the word and say it aloud.

to to to to to

I like **to** hop.

Write the word.

Read the sentence.

I like to hop.

Write the word and complete the sentence.

I like ____ hop.

Write your own sentence using the word.

Writing Activity

WWW: to

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt the spelling of some words.
3. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- lined writing paper
- pencils
- Lakeshore "Places & Things" stamps (other stamps that show pictures/words of objects may also be used)
- stamp pad
- WWW flashcards: I, like, to, a, my & the

Procedure:

Introduce students to the stamps of "Places & Things" from the Lakeshore stamp set. Begin a discussion by asking the following questions: "How could we use these stamps and WWW's in a sentence? Does anyone have an idea of how we could use the words 'like, I, flower & the' in a sentence?" Use the WWW flashcards to model what students might say. If students are unable to come up with an idea, show them an example by putting the WWW cards and a stamp in order to form a sentence. For certain groups, two or three examples may need to be done before students are ready to begin the individual activity.

Directions:

1. Write your name at the top of your paper.
2. Use WWW's and stamps to write four sentences.

When students have finished, let them share their work with other students or the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Conventions, Word Choice & Fluency

I like to smell a flower.

I like to pet a pig.

I like to go to school.

Will you come to my house?

I like to smell a flower.

I like to pet a pig.

I like to go to school.

Will you come to my house?

Writing Activity

WWW: me

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Me Too!
- activity sheet



Procedures:

The WWW “me” will have already been introduced to students. Teacher presents the book Me Too! during a small group guided reading lesson. Students’ practice reading the book and identifying the new WWW “me.” When finished reading, teacher guides students through the activity sheet used with Me Too!

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Me Too!*

Writing the Word **me**

Trace the word and say it aloud.

me me me

Write the word.



Paint
with **me**.

Read the sentence.

Paint with me.

Write the word and complete the sentence.

Paint with ____.

Write your own sentence using the word.

Writing Activity

WWW: go

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Go, Go
- activity sheet



Procedures:

The WWW "go" will have already been introduced to students. Teacher presents the book Go, Go during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "go." When finished reading, teacher guides students through the activity sheet used with Go, Go.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

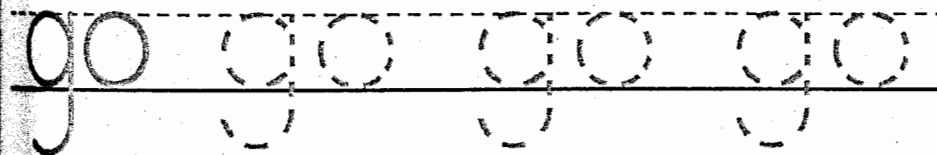
Areas: Ideas & Organization

Name: _____

Use with Go, Go.

Writing the Word go

Trace the word and say it aloud.



Write the word.



Then they go
to the pool.

Read the sentence.

Then they go to the pool.

Write the word and complete the sentence.

Then they _____ to the pool.

Write your own sentence using the word.

Name: _____

Use with Go, Go.

Writing the Word go

Trace the word and say it aloud.

go go go go

Write the word.



Then they go
to the pool.

Read the sentence.

Then they go to the pool.

Write the word and complete the sentence.

Then they _____ to the pool.

Write your own sentence using the word.

Writing Activity

WWW: go

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to spell the word for the place they wish to go to.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- activity sheet
- crayons/markers

Procedure:

Begin activity by asking the following question: "If you had the chance to travel anywhere in the world, where would you like to go?" Students will begin to share their ideas with the class. Teacher should respond to students by asking, "What would it look like there if you were to draw a picture of that place?" This question should help students think about details to include when they begin drawing. Explain to students that they are going to draw a picture of the place they would like to travel to. Show the activity and explain directions.

Directions:

1. Write your name on the paper.
2. Begin by drawing a picture of the place you would like to go to. Make sure and add details to your picture.
3. Complete the sentence by writing the words above the lines.
4. Do your best to sound out the word of the place you want to travel to and write it on the last line.

When students have finished, let them share their work with other students or the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Name _____

_____ I _____ would _____ like _____ to _____ go

_____ to _____

Writing Activity

WWW: do

Objectives:

1. Students will be able to develop ideas and complete the individual activity.
2. Students will attempt the spelling of words.
3. Students will demonstrate left to right when printing.

Setting: large or small group

Materials:

- "Do you like..." flip books
- markers
- pencils

Preparation:

- Copy and staple the flip books.

Procedure:

Begin by reviewing words that rhyme. Ask students to brainstorm words that rhyme and quickly write these on the board. Introduce students to the "Do you like..." flip books. Students will be drawing pictures of things that rhyme on the pages of the flip book. Explain the directions to students.

Directions:

1. Begin by writing your name on the front cover of the book.
2. Trace and write the words on the front cover.
3. Flip both pages up and draw two pictures that rhyme.
4. Try to sound out the words and write the sounds you hear.
5. Continue until the book is complete.

When students are finished, give them an opportunity to share their flip books with the class or individual students.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Conventions & Word Choice

Name _____

Do you have...

Writing Activity

WWW: do

Objectives:

1. Students will be able to develop ideas and complete the individual activity.
2. Students will attempt to label the pictures.
3. Students will demonstrate left to right when printing.

Setting: small or large group

Materials:

- activity sheet
- pencils
- crayons or markers

Procedure:

Teacher will begin by introducing the activity and reading the sentences aloud. Explain the directions.

Directions:

1. Write your name on the top of the page.
2. Begin by tracing the words in each sentence.
3. Use an idea to complete the sentence so it makes sense.
4. Try to spell the words that go with the pictures.
5. Continue until the words have been traced and pictures drawn in every sentence.

When students are finished, allow them time to share their activities with the teacher, adult helper or friend.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Conventions & Word Choice

Name _____

84

Do you like

2 I do like

3 Do you have a

4 I do not have a

Writing Activity

WWW: for

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader City Colors
- activity sheet



Procedures:

The WWW "for" will have already been introduced to students. Teacher presents the book City Colors during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "for." When finished reading, teacher guides students through the activity sheet used with City Colors.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *City Colors*.**Writing the Word for**

Trace the word and say it aloud.

for for for

We look
for green.

Write the word.

Read the sentence.

We look for green.

Write the word and complete the sentence.

We look ____ green.

Write your own sentence using the word.

Writing Activity

WWW: for

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to spell the word for the object they draw.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- book My K Soundbox by J. B. Moncure
- activity page
- crayons
- pencils

Procedure:

The teacher will begin by reading the book My K Soundbox by J. B. Moncure. When finished, asked students to recall some of the things from the story that began with the "k" sound. After students have finished sharing, introduce the activity page.

Directions:

1. Write your name at the top of the page.
2. Think of something that starts with the "k" sound. Draw a picture and include many details.
3. Write the letters and words on the lines to complete the sentence.
4. Do your best to sound out the word for the "k" picture and write it on the last line.

When students have finished, let them share their work with other students or the large group during a sharing time. The activity pages can also be put together into a class "Kk" book.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Name _____

_____ K _____ k _____ is _____ for _____

Writing Activity

WWW: he

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label the drawing.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- book Baa, Baa Black Sheep by Iza Trapani
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book Baa, Baa Black Sheep by Iza Trapani. Begin a discussion by asking students to think of other things that they might want the sheep to have in a bag if they were to write their own version of the poem. Let students share their ideas with a partner or large group. Quickly write the ideas on the board. When finished sharing and writing ideas, introduce the activity.

Directions:

1. Write your name on the top of the paper.
2. Think of what color you would like your sheep to be and color pictures of your sheep.
3. Think of something you would like your sheep to have in his bag and draw a picture of it.
4. Write the words for the sentence above the lines to complete the sentence.
5. Try to sound out the words and write the words to complete the sentence.

When students have finished, let them share their work with other students or the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

Name _____



Baa, baa _____ sheep,

_____ any _____?
have you

_____ has _____.
He

Writing Activity

WWW: has

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label their drawings.
3. Students will be able to print the word wall word "has."

Setting: large group

Materials:

- book Bob's Bath by Sally Joyce (McGraw-Hill Kindergarten Reading Series)
- activity page
- crayons
- pencils

Procedure:

The teacher will begin by reading the book Bob's Bath by Sally Joyce. When finished the teacher will introduce the overhead example of the activity page. Each sentence will be read aloud and students will brainstorm ideas of how they could finish the sentences. After brainstorming the students will be given the activity sheet and directions.

Directions:

1. Write your name at the top of the paper.
2. Begin by reading the sentence and writing the word wall word "has" in the blank.
3. Think of a picture that you could draw to finish the sentence so it makes sense. Draw the picture in the box.
4. Continue until all sentences have been completed.

When students have finished, let them share their work with other students or the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

1. Haley _____ a
has

2. Jordan _____ the
has

3. Anastasia _____ a
has

4. Caleb _____ a
has

5. Mason _____ a
has

Writing Activity

WWW: with

Objectives:

1. Students will be able to develop an idea for a sentence.
2. Students will demonstrate left to right when printing.

Setting: small group

Materials:

- Sight Word Reader Play Time
- activity sheet



Procedures:

The WWW "with" will have already been introduced to students. Teacher presents the book Play Time during a small group guided reading lesson. Students' practice reading the book and identifying the new WWW "with." When finished reading, teacher guides students through the activity sheet used with Play Time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas & Organization

Name: _____

Use with *Play Time*.**Writing the Word with**

Trace the word and say it aloud.

with with with

I play
with balls.

Write the word.

Read the sentence.

I play with balls.

Write the word and complete the sentence.

I play _____ balls.

Write your own sentence using the word.

Writing Activity

WWW: with

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will be able to print the word wall words in the appropriate blanks.

Setting: large group

Materials:

- book The Picnic by Anne Miranda (McGraw-Hill Kindergarten Reading Series)
- activity books
- crayons
- pencils

Procedure:

The teacher will begin by reading the book The Picnic by Anne Miranda. When finished, begin a discussion by asking students what they would like to eat if our class went on a picnic. Quickly draw pictures on the board while students are brainstorming. When finished introduce the activity by showing the teacher's example. Students will be thinking of friends they would like to go to the picnic with and what foods they would like to eat. They will draw the foods and write the names of their friends on the appropriate lines to complete the activity book.

Directions:

1. Think of a friend you would like to have at the picnic and write their name on the first blank line.
2. Then draw a picture of a food that you and your friend would eat at the picnic.
3. Try to sound out the word that goes with the food and write it on the second blank line.
4. Finish the sentence by writing the word wall words on the appropriate lines.
5. When finished, read the sentence to see if it makes sense.
6. Continue until all the pages have been completed.

Give each student the opportunity to read their book. The books may be included among the collection of books in the class library.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Word Choice & Conventions

Name _____

_____ eats _____

with _____

me _____

_____ eats _____

with _____

me _____

Writing Activity

WWW: not

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will be able to print the word wall words in the appropriate blanks.

Setting: large group

Materials:

- poem *The Yipiyuk* from There's a Light in the Attic by Shel Silverstein
- activity page
- crayons or markers
- pencils

Procedure:

The teacher will begin by reading the poem *The Yipiyuk* from Shel Silverstein's There's a Light in the Attic. When finished, ask students what their Yipiyuk might look like if they could design or draw their own. Remind students that the Yipiyuk would not let go of the character's toe. Let students share their ideas with a friend or large group. After students have had an opportunity to share their ideas, explain the activity.

Directions:

1. Write your name on the line at the top of the page.
2. Think of what your Yipiyuk would look like. Draw a picture of it on your toe and use details.
3. Write the word wall words in the appropriate blanks.
4. Read the sentence when finished to see if it makes sense.

When students are finished, let them share their activity pages with the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Word Choice

Name _____

_____ yipiyuk will _____ let _____ .
The not go

Writing Activity

WWW: she

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will be able to print the word wall words in the appropriate blanks.
4. Students will be able to sound out the word of the object they drew.

Setting: large group

Materials:

- book Elmer by David McKee
- activity page
- crayons or markers
- pencils

Procedure:

The teacher will begin by reading the book Elmer by David McKee. When finished, begin a discussion by asking students what other things Miss Kartman could give Elmer that would have helped him change colors. For example, Elmer might have stomped on strawberries, rolled in them and turned himself red. Let students share their ideas with a partner or large group. After students have shared their ideas, give directions for the activity.

Directions:

1. Write your name at the top of the page.
2. Draw a picture of what Miss Kartman gave Elmer to help him change colors.
3. Write the word wall words in the appropriate blanks.
4. Try to sound out the word of the object you drew and write it on the last blank.
5. Read the sentence to see if it makes sense.

When students are finished, let them share their activities with the large group during a sharing time. The pictures may be displayed in the classroom or hallway for others to enjoy.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Word Choice

Name _____

_____ gave him _____
She a

Writing Activity

WWW: was

Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will be able to print the word wall words in the appropriate blanks.
4. Students will be able to sound out the word of the object they drew.

Setting: large group

Materials:

- book Guess Whose Shadow?
by S. R. Swinburne
- activity page
- black crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book Guess Whose Shadow? by S. R. Swinburne. When finished, ask students to think of any object and what its shadow might look like. Let students share their ideas with a partner or large group. When students have finished sharing, explain the activity by introducing the teacher's example. Students will think of an object and draw it using a black crayon or marker.

Directions:

1. Write your name at the top of the page.
2. Think of any object you would like to draw and what its shadow would look like. Draw the object with a black crayon or marker.
3. Write the word wall words in the appropriate blanks.
4. Try to sound out the word of the object you drew and write it on the last blank.
5. Read the sentence to see if it makes sense.

When students are finished, let them share their activities with

the large group during a sharing time. Have students look at each picture and try to guess what the shadow belongs to. The pictures may be displayed in the classroom or hallway for other's to enjoy.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Word Choice, Fluency & Conventions

Name _____

It _____ was _____ a _____ .

Writing Activity

WWW: of

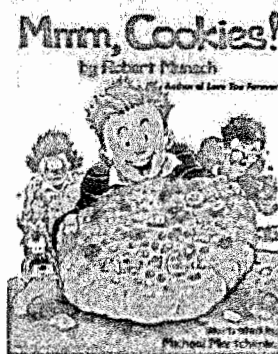
Objectives:

1. Students will be able to develop an idea and complete the individual activity.
2. Students will attempt to label the drawing.
3. Students will be able to print the word wall words in the appropriate blanks.
4. Students will be able to sound out the word and complete the sentence.

Setting: large group

Materials:

- book Mmm, Cookies! by Robert Munsch
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book Mmm, Cookies! by Robert Munsch. When finished, ask students what kind of cookie they would like to make if they could put anything in it. Let students share their ideas with a partner or large group. When students have finished sharing, give the directions for the activity.

Directions:

1. Write your name on the top of the page.
2. Think of what your cookie would look like and draw a picture of it.
3. Write the word wall words in the appropriate blanks.
4. Try to sound out the word of the object you drew and write it on the last blank.
5. Read the sentence to see if it makes sense.

When students are finished, let them share their activities with the large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Word Choice & Fluency

Name _____



cookie

I

have

a

made

of

Theme Activities

The following section includes writing activities that supplement the themes that are used in my kindergarten classroom. The following themes are included:

Beginning of the Year

Nursery Rhymes

Fall

November/Thanksgiving

December/Gingerbread Man

January/Polar Regions

Winter/100th Day/ National Dental Month

March/Farm

Spring/Insects/Growing

Ocean

Writing Activity

WWW: I, like

Objectives:

1. Students will be able to develop an idea and complete the book.
2. Students will attempt to label the clip art and/or drawings.
3. Students will demonstrate left to right when printing.

Setting: large group

Materials:

- I Like Me! by Nancy Carlson
- I Like... student activity book
- pencils, crayons, markers
- digital pictures of students
- clip art



Preparation:

Copy and staple student books together.

Procedure:

Read the book I Like Me! by Nancy Carlson. Discuss things that make each person special. Ask students what they like about themselves and let them share their answers with a partner or friend nearby. Introduce the student activity book I Like...

Directions:

1. Write your name on the line on the front cover of the book.
2. Trace the words "I like" on the first page.
3. Use clip art to complete the sentence. (Students may also use crayons or markers to draw a picture of something they like.)
4. Read the sentence to see if it makes sense.
5. Continue until all pages are complete.
6. Glue the digital picture of yourself on the last page.

Teacher will then collect the student books. The teacher or any adult helper should call students over to read their book and explain their pictures. Books may be put in a reading center for others to enjoy.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Conventions

I Like

Written and Illustrated by:

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book The Night Before Kindergarten by Natasha Wing
- student journals (wide-ruled subject notebook)
- crayons
- pencils



Procedure:

Read the book The Night Before Kindergarten by Natasha Wing. Begin a discussion with students by asking them what they did to get ready for kindergarten. Let students share with a partner or group of three students for one minute. When students are finished sharing, ask individual students to share with the class. This will allow students to hear many ideas. Teacher will introduce the students to their journals and ask them to write about their experiences on the night before they came to kindergarten.

Directions:

1. Open your journal to the first page.
2. Draw a picture and write about what you did to get ready for kindergarten.
3. Try to sound out the words and write them next to the picture.

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book Teachers Are For Reading Stories by Harriet Ziefert.
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Teachers Are For Reading Stories by Harriet Ziefert. Ask students what they would like me (the teacher) to do in their classroom. Students share their ideas with the large group. When finished, students draw pictures and write in their journals about what they would like their teacher to do in the classroom.

Directions:

1. Turn to the next clean page in your journal.
2. Think about what the teacher in the story did in the classroom. Draw a picture of what you would like me to do in our classroom.
3. Try to sound out the words and write them next to the picture.

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book Corduroy Goes To School by B. G. Hennessy
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

Teacher reads the book Corduroy Goes to School by Hennessy. Students discuss the things that Corduroy liked to do in the story. Teacher asks the following question, "What are some activities that you would like to do in our kindergarten class? Students share their responses with the group. When finished sharing, students draw and write in their journals about activities they want to do in the kindergarten classroom.

Directions:

1. Turn to the next clean page in your journal.
2. In the story, Corduroy liked to do many things in his classroom. Draw a picture and write about what you would like to do in our kindergarten classroom.
3. Try to sound out and write the words next to your picture explaining what you would like to do.

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to sound out words while labeling objects in their drawings.

Setting: large group

Materials:

- book Alphabet Adventure by Audrey & Bruce Wood
- activity page
- crayons
- pencils



Procedure:

The teacher begins by reading the book Alphabet Adventure by Audrey and Bruce Wood. Students discuss and try to recall the different places where letter I's dot was hiding. The teacher asks the following question, "If you were letter I's dot, where would you hide?" Students are given the activity page and the directions are explained.

Directions:

1. Write your name on the line at the top of the page.
2. Trace the word wall word "I."
3. Draw a picture and write about where you would hide if you were letter I's dot.
4. Try to sound out the word when explaining the place where you would hide and write it next to the picture.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

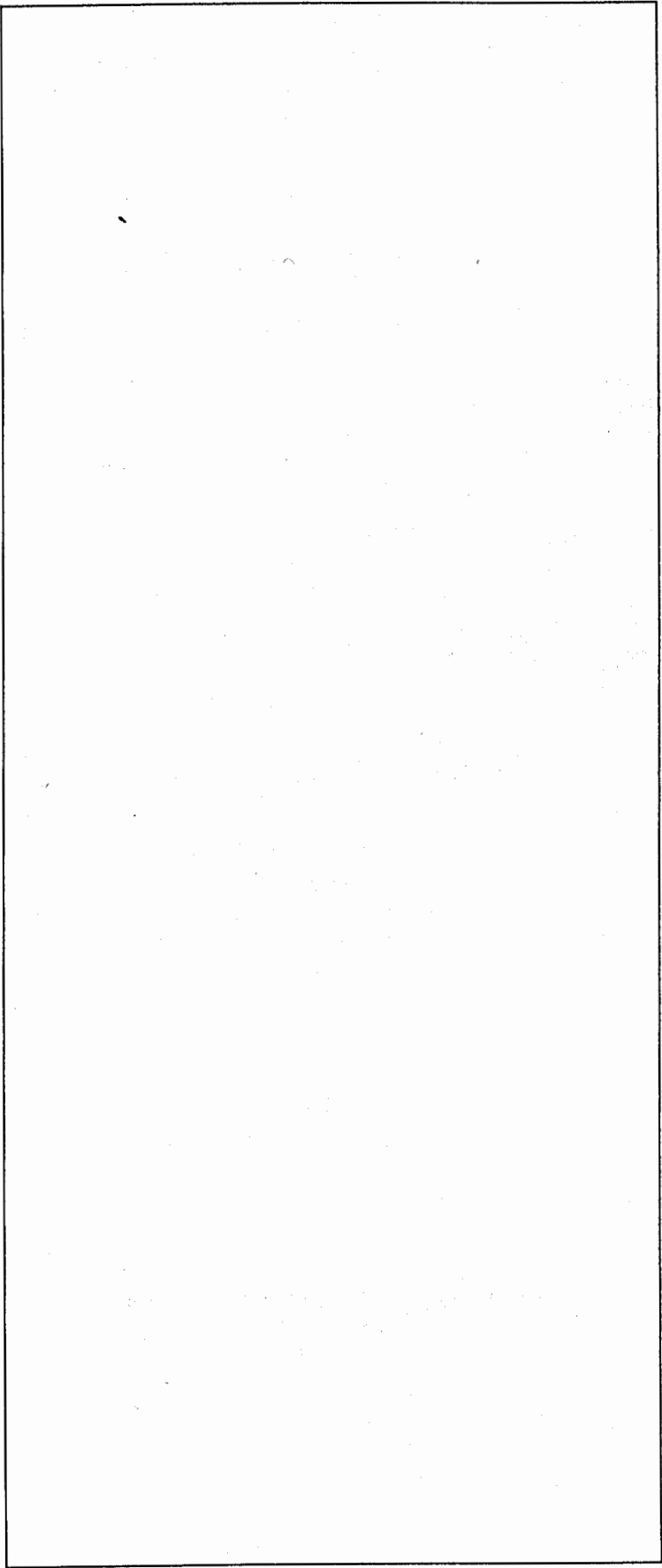
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____



I would hide _____

Writing Activity

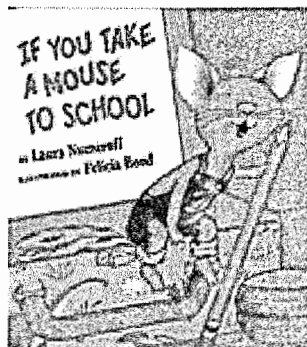
Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book If You Take a Mouse To School by Laura Numeroff
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story If You Take a Mouse To School by Laura Numeroff. When finished, discuss the different things that the mouse wanted to do in the story. Ask the students the following questions, "If you brought a mouse to school, what do you think he would want to do in our classroom? What mischief might he get into?" Give students time to share their responses with a partner. When finished sharing with a partner, ask students to share some of their responses with the large group. Explain the directions.

Directions:

1. Open your journal to the next clean page.
2. Draw a picture showing what your mouse might like to do in our classroom.
3. Try to sound out the words and label the different things he would like to do.

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

Writing Activity

Objectives:

- 1. Students will be able to develop an idea and complete the activity page.
- 2. Students will attempt to label objects in their drawings.
- 3. Students will be able to identify words that rhyme.

Setting: large group

Materials:

- book A Bear Ate My Pear! by Kent Salisbury
- activity page
- crayons or markers
- pencils



Procedure:

The teacher begins by reading the book A Bear Ate My Pear! by Kent Salisbury. When finished, the teacher asks students to recall the different rhyming words from the story. The student responses are recorded onto chart paper. The teacher then asks the students to brainstorm a list of animals that they might use if they were to make their own class story similar to this one. The teacher writes the responses on the chart paper. Students are then asked to think of items that rhyme with the animals' names that they might eat. The teacher records students' responses next to the animals' name. (See examples below.) Directions are then given for the activity.

<u>Animals</u>	<u>Foods</u>	<u>Animals</u>	<u>Foods</u>
fish	dish	cat	mat
whale	pail	snake	cake
dog	log	parrot	carrot
fly	pie	bug	rug

Directions:

- 1. Write your name on the top line of the activity page.
- 2. Trace the word wall words "a" and "my."
- 3. Draw a picture of an animal eating an object that rhymes with it's name.
- 4. Try to sound out the words and write them on the lines to complete the sentence.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

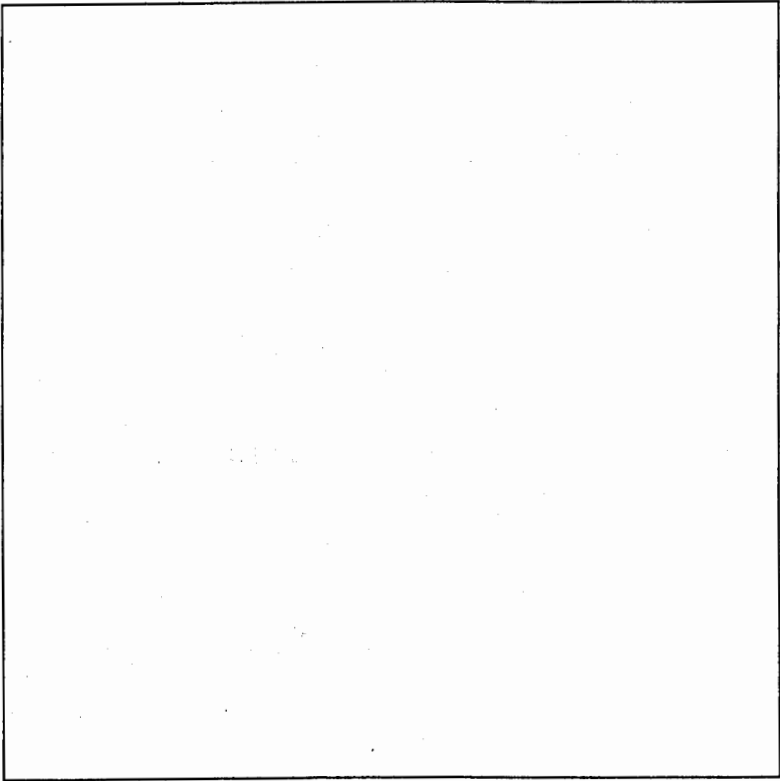
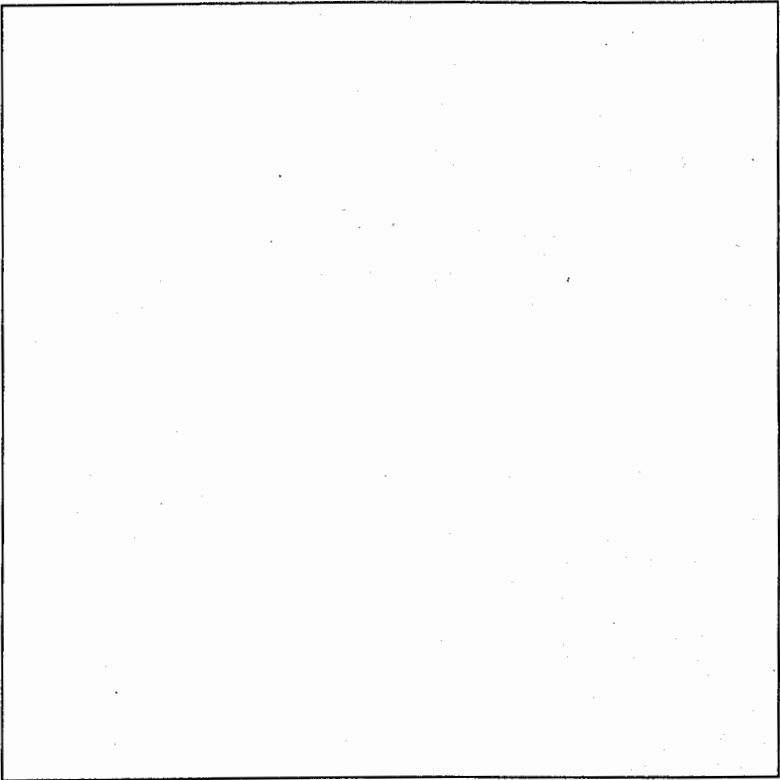
Assessment:

Form: Observation

Tool: 6 Trait Assessment for Beginning Writers Checklist

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____



ate

A

my

Writing Activity

Objectives:

1. Students will be able to write their first name to complete the first sentence.
2. Students will be introduced to other students in the classroom through the use of the finished classroom book.

Setting: large group

Materials:

- book Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr.
- activity page
- title page
- student digital pictures
- crayons
- pencils

Bill Martin Jr / Eric Carle



Procedure:

The teacher will read the story Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. Students will recall and discuss characters from the story. The teacher will then give the directions for the activity.

Directions:

1. Write your name two times on the lines in the first sentence to complete it.
2. Glue your picture in the middle of the activity page.
3. Draw a picture frame around your picture to decorate the page.

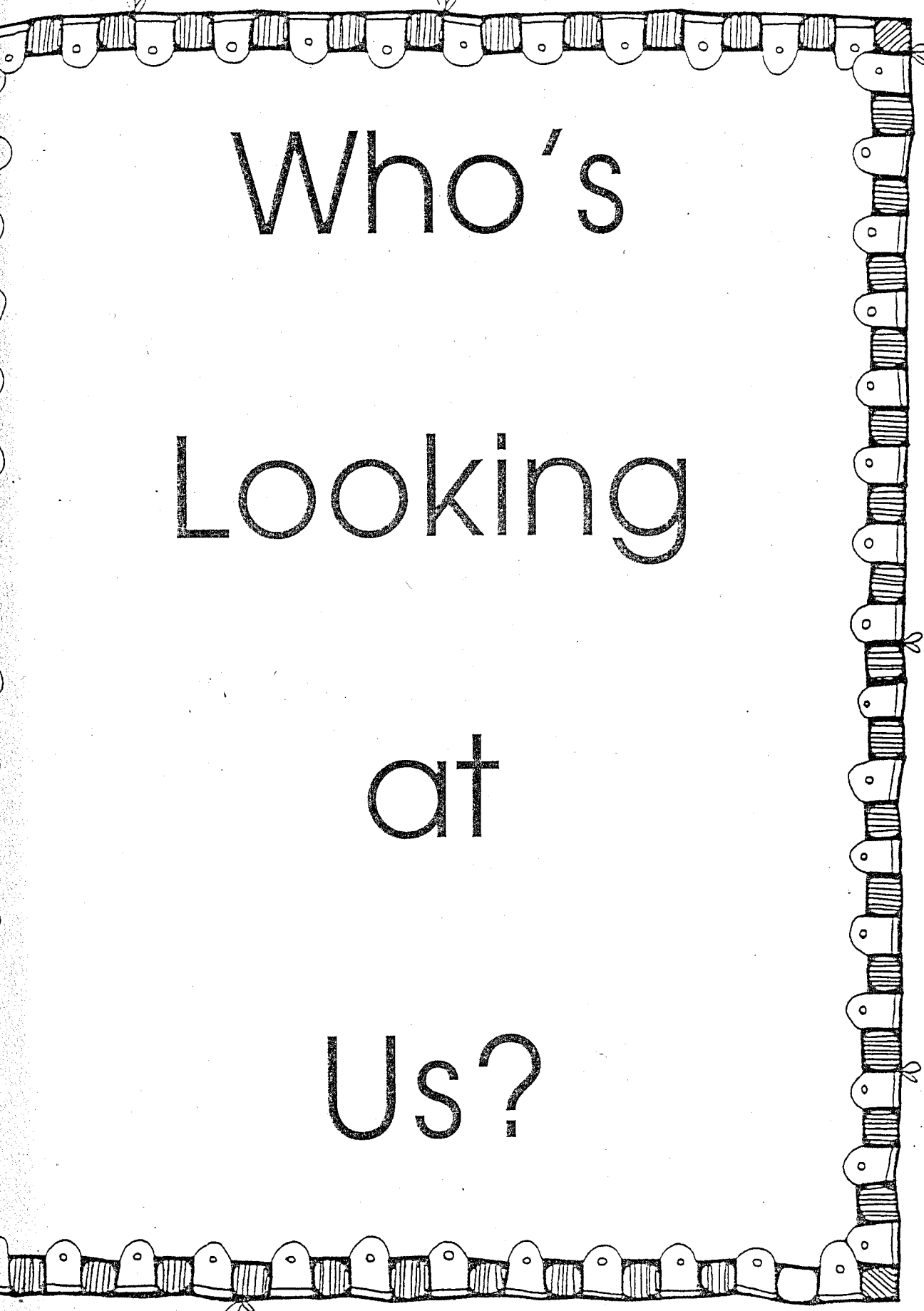
When the student activity pages are finished the teacher will staple the book together with the title page. The teacher will need to write students' names on the line of the second sentence according to which student comes next in the book.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Organization & Conventions



Who's
Looking
at
Us?

_____, _____, who do you see?

I see _____ looking at me.

Writing Activity

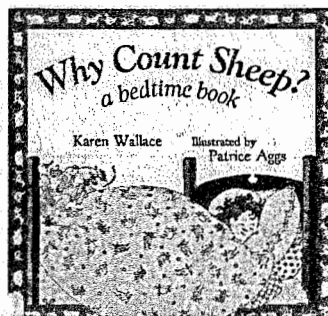
Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book Why Count Sheep? by Karen Wallace
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Why Count Sheep? by Karen Wallace. Students will discuss the characters in the story and recall the things they counted in order to get to sleep. The teacher will ask students to brainstorm things they would like to count when they go to sleep. Let students share their responses with the large group. The teacher will then give the directions for the activity.

Directions:

1. Turn to the next clean page in your journal.
2. Draw a picture of you in bed and the things you would like to count to get to sleep.
3. Try to sound out the words and write them next to the pictures explaining what you would count.

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Given a prompt, students will attempt to write a sentence explaining their idea.

Setting: large group

Materials:

- Book Twinkle, Twinkle Little Star by Iza Trapani
- blue construction paper
- yellow stars
- small poem of Twinkle, Twinkle Little Star
- crayons
- scissors



Preparation:

Copy and cut apart the poems. Glue the small poems onto the blue construction paper. Copy and cut apart the stars. Students will use scissors to trim around the individual stars.

Procedure:

The teacher begins by reading the story Twinkle, Twinkle Little Star by Iza Trapani. When the story is finished, the teacher poses the following question: "What would you wish for if you had one wish?" Students share their responses with the large group. The teacher then describes the directions for the activity.

Directions:

1. Write your name at the top of your paper with a white crayon.
2. Cut out the star and glue it into the top corner of your paper.
3. Draw a picture of yourself wishing upon the star.
4. Write a sentence describing what you would wish for if you had one wish. One way to begin the sentence would be the following: I would wish for...

When students are finished with their work, give them time to share with a friend or the whole class during a sharing time. The work may also be displayed around the room.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

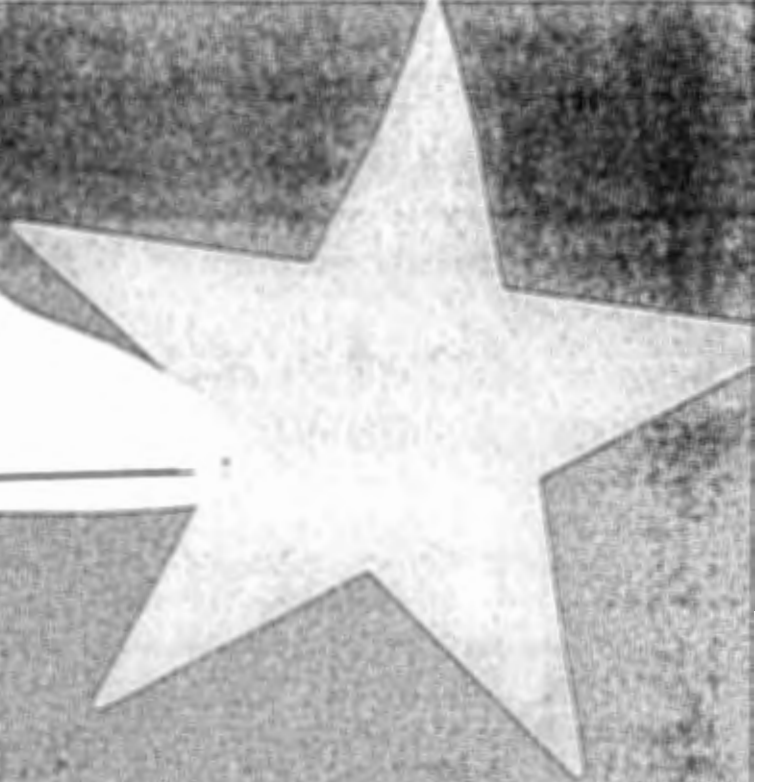
Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing in Kindergarten

Name _____

I would wish for

I



Twinkle, twinkle little star,
How I wonder what you are
Up above the world so high
Like a diamond in the sky,
Twinkle, twinkle little star,

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will be able to illustrate the appropriate rhyme.

Setting: large group

Materials:

- book Hickory, Dickory, Dock by Robin Muller & Suzanne Duranceau
- activity page
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Hickory, Dickory, Dock by Robin Muller and Suzanne Duranceau. When finished, the teacher will write the numbers 1 through 12 on chart paper. Ask students to help you think of words that rhyme with the numbers. (These words can be nonsense words and will end up being used in the activity). As students think of words that rhyme, the teacher will record these on the chart paper. When all numbers have a rhyming word to match, ask the students to think of what the mouse might do with these words. For example, if the word sun rhymes with one, what might the mouse do? Answer: The mouse might lay in the sun. Help students think of a phrase that would include the rhyming word. Students will be drawing pictures of the action that the mouse is doing.

<u>Number</u>	<u>Rhyming Word</u>	<u>Action</u>
one	sun	lay in the sun
two	shoe	tie his shoe
three	tree	climb the tree
four	door	get caught in the door
five	hive	find a bee hive
six	sticks	pick up sticks
seven	heaven	jump up to heaven
eight	gate	shut the gate
nine	vine	climb the vine
ten	pen	write with a pen

eleven
twelve

Kevin
belve

play with his friend Kevin
ate a belve

Students will need to be split into pairs for the activity. Each pair should pick which number and rhyme they would like to write and illustrate.

Directions:

1. Write your names on the top of the activity page.
2. Write the phrase that rhymes with the number on the line.
3. Draw a picture to illustrate the rhyme.

When students are finished with the activity, let the pairs share with the whole class during a sharing time. Put the pages together into a class book.

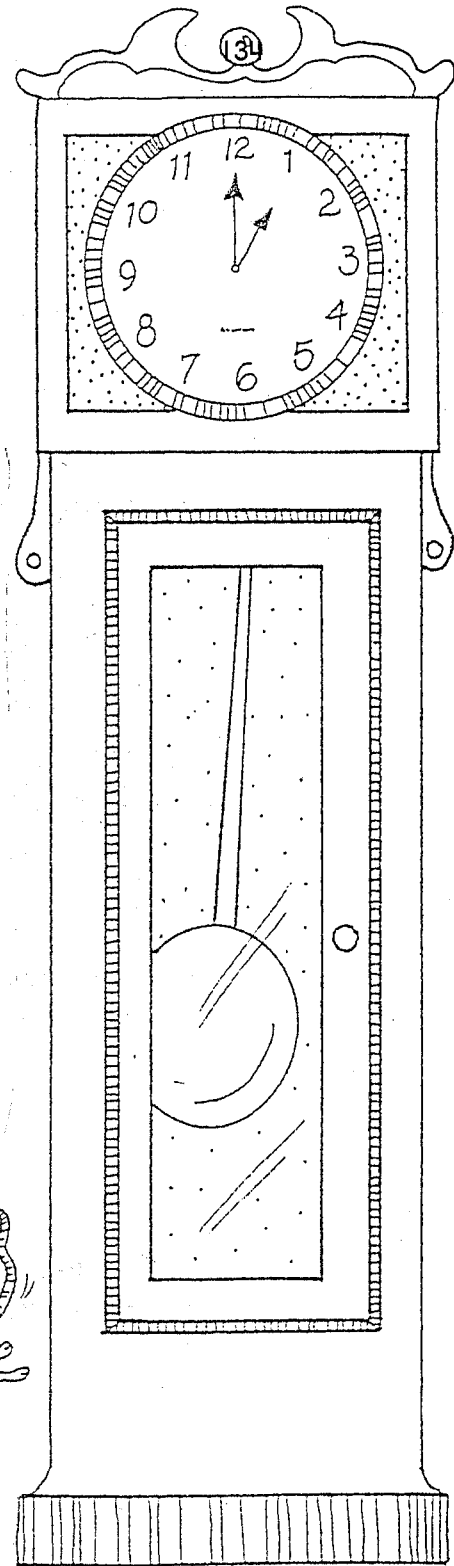
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Fluency & Conventions

Name _____



Hickory, dickory, dock
The mouse ran up the clock.
The clock struck one,

Hickory, dickory, dock

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book The Eensy-Weensy Spider by Mary Ann Hoberman
- activity page
- crayons
- pencils



Procedure:

The teacher will begin by reading the story The Eensy-Weensy Spider by Mary Ann Hoberman. Students will recall and discuss what the Eensy-Weensy spider did. The teacher will begin a discussion by asking the following question: "If you had a pet spider, what do you think it would like to do?" Students will share their responses with the large group. The teacher will then describe the directions.

Directions:

1. Write your name at the top of the activity page.
2. Draw a picture of what your Eensy-Weensy spider did.
3. Try to sound out the words and write what your spider did on the line.

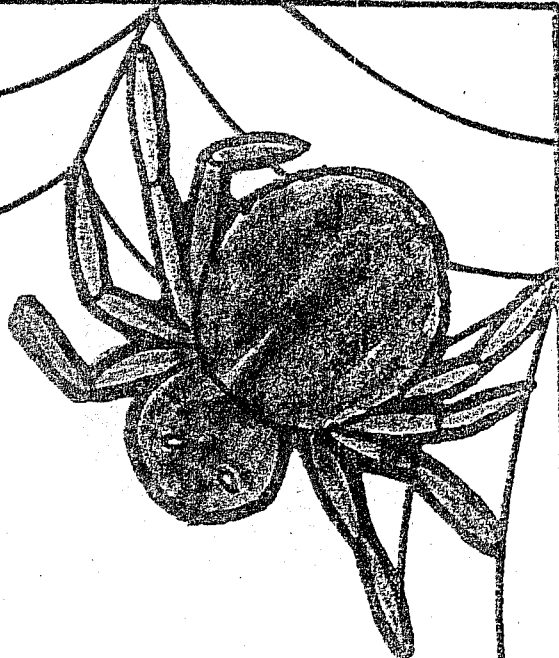
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Fluency & Conventions

Name _____



The eency, weency spider

Writing Activity

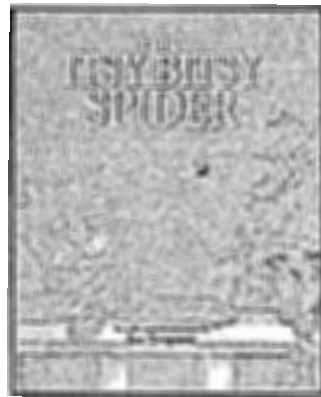
Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- book The Itsy, Bitsy Spider by Iza Trapani
- black construction paper
- spider stickers
- activity page



Preparation:

The teacher will draw spider webs on the black construction paper. Students will use glue and trace the spider web with a line of glue. Glitter will then be applied to the line of glue and shaken off. These will need to be left to dry overnight. Staple the activity page to the black construction paper when the spider webs are dry. This activity may be done during 2 – 3 settings.

Procedure:

The teacher will begin by reading the book The Itsy, Bitsy Spider by Iza Trapani. Students will discuss what the spider did in the story. The teacher will give the directions for the activity.

Directions:

1. Write your name on the top of the black construction paper with a white crayon.
2. Choose a spider sticker to place on the spider web.
3. Begin by writing the word wall words in the appropriate blanks on sentence number one. Draw a picture of your spider in the box.
4. Write the word wall words in the appropriate blank and think of a name for your spider.
5. Write the word wall words on the appropriate line and draw a picture of something your spider likes to eat.

When students are finished with the activity, allow them time to share their work during a sharing time. Students' work may be displayed throughout the classroom.

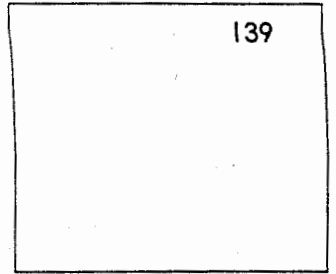
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

This _____ is _____ my spider.



_____ spider's name _____ is _____ .

My

is

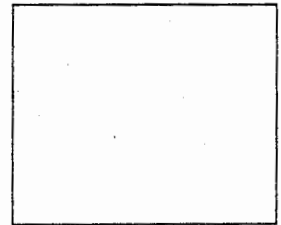
_____ spider _____⁶⁶ , _____ I _____ like

My

said

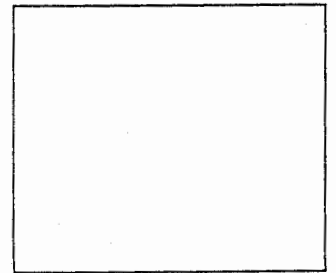
I

like



”

This _____ is _____ my spider.



_____ spider's name _____ is _____ .

My

is

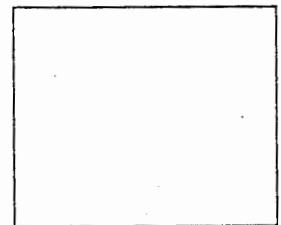
_____ spider _____⁶⁶ , _____ I _____ like

My

said

I

like



”

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to complete the sentence with a prompt.

Setting: large group

Materials:

- Humpty Dumpty chart poems by Scholastic, Inc. or a book with the nursery rhyme
- activity page
- crayons
- pencils

Procedure:

The teacher will begin by reading the chart poem Humpty Dumpty. Students will help the teacher read the poem a second time. Begin a discussion by asking the students the following question: "If you could help put Humpty Dumpty together again, what would you use?" Let students share their ideas with the whole class. When responses have been shared, give the directions for the activity.

Directions:

1. Write your name at the top of the page.
2. Draw a picture of how you would help put Humpty Dumpty together again.
3. Try to sound out the words and write a sentence explaining how you would put Humpty Dumpty together. You might start by saying..."I would use..."

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Humpty-Dumpty sat on a wall.
Humpty-Dumpty had a great fall.
All of Starry's teachers and
All of Starry's friends...

Writing Activity

Objectives:

1. Students will draw pictures of their leaves that have been collected prior to the activity.
2. Students will attempt to sound out the color words to represent their leaves.

Setting: large group

Materials:

- possible books include:
 - o Fall Leaves by Packard
 - o Fresh Fall Leaves by Franco
 - o I am a Leaf by Marzollo
- activity pages
- crayons
- pencils



Preparation:

Prior to the activity, students need to collect three different colored leaves and bring them to class. The teacher may also decide to go on a fall walk and let students collect their leaves during the school day. This activity may be prepared so that each student has their own small book. The activity may also be prepared so that each student completes one activity page that can be included in a class book.

Procedure:

The teacher will begin by reading one of the suggested books about leaves. Begin a discussion by comparing the colors of leaves in the book. Ask students to share what colors they see in their leaves. After the discussion, give the directions for the activity.

Directions:

1. Write your name on the line on the bottom of the front page.
2. Look at one of your leaves and draw a picture of it.
3. Trace the word wall words to complete the sentences.
4. Try to sound out the color word that represents your leaf.
5. Continue until all of the pages have been completed.

When students are finished completing their work allow for sharing time with a friend or large group.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Organization & Conventions

I Like My



Written and Illustrated by:



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to describe their jack-o-lantern.
3. Students will attempt to sound out a descriptive word and finish a sentence.

Setting: large group

Materials:

- book The Pumpkin Patch by Elizabeth King
- activity page
- crayons
- pencils



Procedure:

The teacher will begin by reading the book The Pumpkin Patch by Elizabeth King. Begin a discussion by asking students the following question: "If you could carve a pumpkin into a jack-o-lantern, what would it look like? How would your jack-o-lantern be feeling?" Let students share their ideas with the large group. When finished sharing, explain the directions to students.

Directions:

1. Write your name at the top of the activity page.
2. Draw a picture of your jack-o-lantern.
3. Trace the word wall words.
4. Try to sound out the word that describes your jack-o-lantern and write it on the line.

When students are finished with the activity, let them share their work with a friend or the whole class. This activity may also be a way for students to vote on a face for a class jack-o-lantern. The most amount of similar faces might be the way the class jack-o-lantern is carved.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____



_____ jack-o-lantern _____
My is

Writing Activity

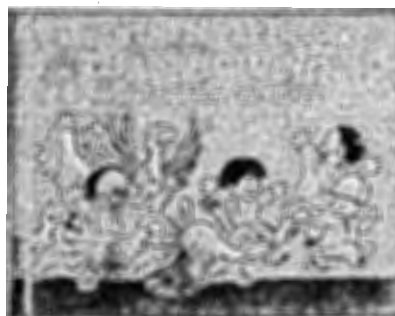
Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their idea with a prompt.

Setting: large group

Materials:

- book 'Twas the Night Before Thanksgiving by Dav Pilkey
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story 'Twas the Night Before Thanksgiving by Dav Pilkey. When the story is finished, ask students the following questions to begin a discussion:

1. What do you think happened to the turkeys?
2. How did the students help the turkeys escape?

When students have had an opportunity to share their responses, give the directions for the activity.

Directions:

1. Find the next clean page in your journal.
2. Draw a picture of how you would help the turkey's escape from the farm.
3. Try to sound out the words and label the things in your picture.
4. Write a sentence to explain your idea. You might start by saying, "I would..."

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book Squanto and the First Thanksgiving by Teresa Celsi
- activity page
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Squanto and the First Thanksgiving by Celsi. Begin a discussion by asking the students the following question: "If you were a Pilgrim first coming to America what things would you need to settle?" Let students share their ideas with the large group. When students have finished sharing their responses, give directions for the activity.

Directions:

1. Write your name on the top of the activity page.
2. Trace the word wall words in the sentence.
3. Draw a picture of things you would need if you were a Pilgrim who is just settling in America.
4. Try to sound out the words and label the things in your picture.
5. Finish the sentence at the bottom of the page that reads "If I were a Pilgrim I would need..."

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Name _____



If _____ were _____ pilgrim _____
I a I

would need _____ .

Writing Activity

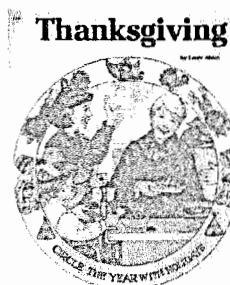
Objectives:

1. Students will be able to develop an idea and complete the journal activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their idea with a prompt.

Setting: large group

Materials:

- book Thanksgiving by Laura Alden
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Thanksgiving by Laura Alden. When the story is finished, ask students the following questions to begin a discussion:

1. What does your family do at Thanksgiving?
2. Do you have company or do you go to someone's house?
3. What foods does your family eat at Thanksgiving?

When students have had an opportunity to share their responses, give directions for the activity.

Directions:

1. Find the next clean page in your journal.
2. Draw a picture of your family at Thanksgiving time.
3. Try to sound out the words and label the things in your picture.
4. Write a sentence to explain your picture. You might start by saying, "My family..."

When students are finished journaling, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their idea with a prompt.

Setting: large group

Materials:

- book This First Thanksgiving Day by Laura Krauss Melmed
- activity page
- crayons or markers
- pencils
- chart paper



Procedure:

The teacher will begin by reading the book This First Thanksgiving Day by Laura Krauss Melmed. Ask the students the following question to begin a discussion: "If you were going to a Thanksgiving feast, what would you bring?" Brainstorm ideas with the students and write them on chart paper. When finished, pair students up so each has a partner. Groups of three may also be formed if needed. Give students the directions for the activity.

Directions

1. Each student needs to write their name on the top of the paper.
2. Discuss what you and your friend would bring to the feast and draw pictures of the items.
3. Write the words above the lines on the sentence.
4. Write how many things you're bringing and what they are to complete the sentence.

When students are finished with the activity page, let them share their work with the whole class during a sharing time.

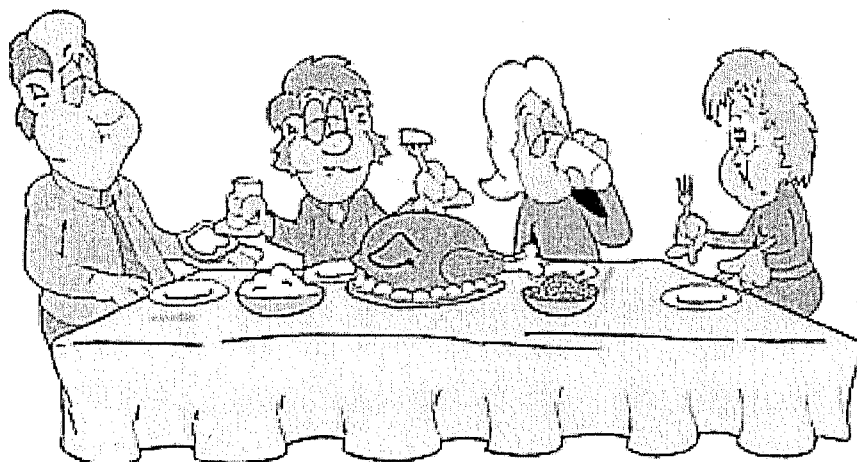
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Our



Thanksgiving

Feast

Names _____ and _____

_____ would bring _____
We _____



_____ to Thanksgiving.

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in the Picture Word Identification Model (PWIM).

Setting: large group

Materials:

- book The First Thanksgiving by Linda Hayward
- large piece of bulletin board paper
- crayons or markers
- clip art pictures
- glue sticks



Preparation:

The teacher will need to get a large piece of bulletin board paper. Write the words "The First Thanksgiving" at the top of the paper. It will be helpful to draw a horizon line with small trees so that students have an idea of where to place the clip art when gluing it onto the mural.

Procedure:

The teacher will begin by reading the story The First Thanksgiving by Linda Hayward. Discuss with students the different things that they saw in the story. Explain to students that they will be making a poster to retell the story of the first Thanksgiving. Give directions to the students.

Directions:

1. Choose 3 – 4 pictures that you would like to include on the mural.
2. Color the pictures and then glue them onto the mural in appropriate places.
3. Try to sound out the words and label the pictures that you glue on.

When the activity is finished, the PWIM poster may be used as a teaching tool when discussing Thanksgiving. To extend the activity, you may want to ask students to draw a miniature picture of The First Thanksgiving in their journals and have them label pictures.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Word Choice & Conventions

Pilgrim Story Characters

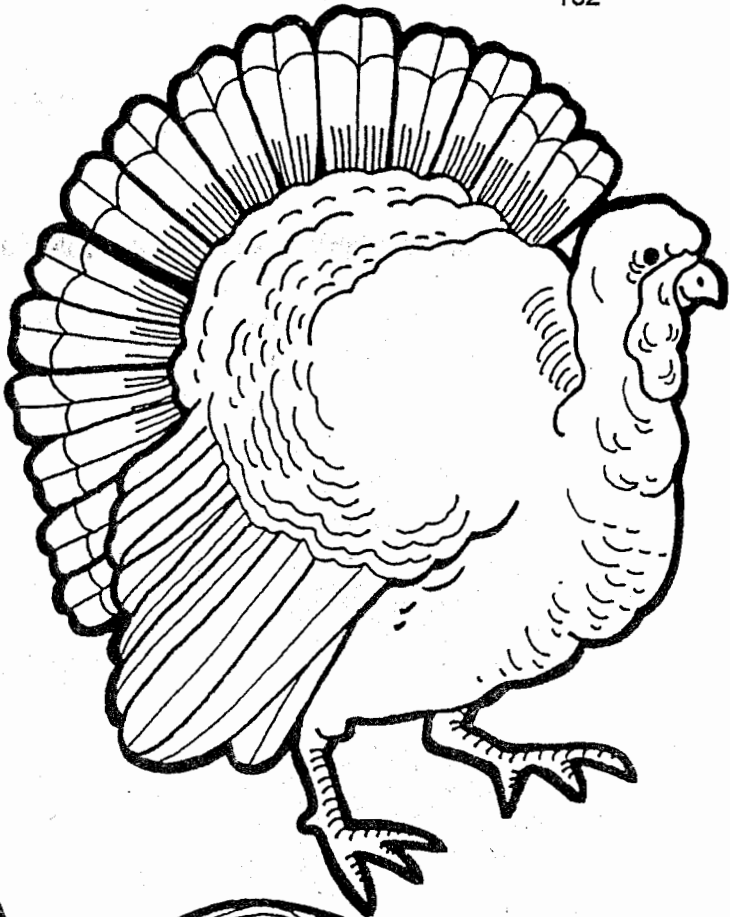
161

Enlarged, these darling characters can be used in bulletin board displays. You might like to make one of them poster board size and attach it to your classroom door. A word of "Welcome" would be all you would need to greet parents during parent conferences.

The characters can also be used in a flannel board story about Thanksgiving. Cut out and color each illustration. Glue a square of flannel to the back of the picture and apply to the board as you tell the story of the pilgrims.

However you choose to use them, you'll find them to be a real asset to your Thanksgiving activities.





Squanto helped the pilgrims with the planting, fishing and hunting. He became a very good friend.



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- books about the gingerbread man
 - o The Gingerbread Baby by Jan Brett
 - o The Gingerbread Boy by David Cutts
 - o The Gingerbread Man by Karen Schmidt
 - o The Gingerbread Man by Jim Aytesworth
- activity page (appendices page)
- chart paper
- capital and lowercase letter stamps
- crayons or markers
- pencils



Preparation:

The teacher should write letters of the alphabet on the chart paper. These need to be separated into two columns. Leave space next to each letter to draw a small picture of a food that starts with that letter.

Procedure:

The teacher will begin by reading a new book about the gingerbread man that students have not heard before. Explain to students that they will be making a class book about a gingerbread man who likes to eat foods that start with letters of the alphabet. Ask students to brainstorm foods that they like to eat. As students give their responses, ask them what letter of the alphabet the food starts with. Write the food next to the appropriate letter. Continue until all letters of the alphabet have the name of a food next to them. Assign each student

a specific letter of the alphabet. This student will be responsible for drawing the picture of the food that starts with that letter. Give students the directions.

<u>Letters</u>	<u>Food</u>	<u>Letters</u>	<u>Food</u>
Aa	apple	Nn	nuts, noodles
Bb	banana, bread	Oo	oranges
Cc	cake, carrot	Pp	pizza, pineapple
Dd	donut, doritos	Qq	quiche
Ee	eggs	Rr	raspberries, raisins
Ff	fish, french fries	Ss	suckers, sandwich
Gg	grapes, goulash	Tt	tacos, tomatoes
Hh	hamburgers	Uu	upside-down cake
Ii	ice cream	Vv	vegetables
Jj	jelly, jelly beans	Ww	watermelon
Kk	kiwi	Xx	hot cross buns (draw buns with an Xx on top)
Ll	lettuce, licorice	Yy	yogurt
Mm	M & M's,	Zz	zucchini

Directions:

1. Write your name at the top of your paper.
2. Use the alphabet stamps to stamp the capital and lowercase letter in the box next to your name.
3. Draw a picture of the food that your gingerbread man likes to eat.
4. Try to sound out the word of the food and write in on the line to complete the sentence.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time. The teacher will need to put the pages together into the class book. Read the book to the students after it has been put together.

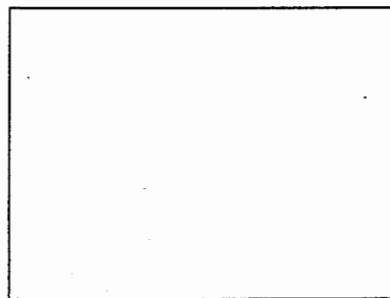
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice & Conventions

Name _____



_____ gingerbread man _____
My likes

_____ eat _____
to

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- books about the gingerbread man
 - o The Gingerbread Baby by Jan Brett
 - o The Gingerbread Boy by Cutts
 - o The Gingerbread Man by Schmidt
 - o The Gingerbread Man by Aytesworth
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading one of the books about the gingerbread man. When finished, ask students the following question: "If we were to make a book about the gingerbread man, what kinds of animals would you like to have chase the gingerbread man?" The teacher may start by giving a personal example to foster ideas of animals that are different from barnyard animals. When students have finished sharing their ideas, give the directions for the activity.

Directions:

1. Write your name on the top of the page.
2. Draw a picture of an animal that you would like to chase your gingerbread man.
3. Try to sound out the word telling the animal's name and write in on the line to complete the sentence.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Fluency & Conventions

Name _____

“Stop, Stop!” said the _____.

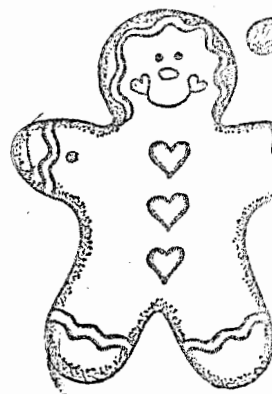
But the Gingerbread Man laughed and said,

“Run, run,

as fast as you can!

You can’t catch me,

I’m the Gingerbread Man.”



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book Franklin's Christmas Gift by Paulette Bourgeois & Brenda Clark
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the story Franklin's Christmas Gift by Paulette Bourgeois and Brenda Clark. Begin a discussion by asking students what they would like for Christmas. Students may share responses with a partner in a pair and share or with the large group. When students have finished sharing their ideas, explain the directions for the activity.

Directions:

1. Write your name at the top of the activity page.
2. Draw a picture of something you would like to have for Christmas.
3. Try to sound out the words and write what you want on the line to complete the sentence.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____

_____ would _____ like _____ to

_____ have _____ for Christmas.



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large or small group

Materials:

- book Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr.
- activity page
- crayons or markers
- pencils
- student digital pictures



Procedure:

The teacher will begin by reading the book Polar Bear, Polar Bear, What Do You Hear? by Bill Martin, Jr. Begin a discussion by asking students to recall some of the animals and the sounds that they made from the story. After students have shared animals from the story, ask them to think of other animals or insects that they might include in a story if they wrote their own similar to Polar Bear, Polar Bear, What Do You Hear? Students may share responses with the large group. When students have finished sharing their ideas, explain the directions for the activity.

Directions:

1. Write your name 2 times on the line at the top of the page.
2. Glue your picture on the left side of the page under the line where your name is.
3. Draw a picture of an animal or insect on the right side of your paper.
4. Sound out the name of the animal or insect and write in on the line below the picture after the words "I hear a ..."
5. Think of the sound that the animal or insect makes and try to write in on the line before the words "...in my ear."

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time. The teacher may combine all of the pages together into a class book or keep the activity pages separate.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization & Voice

**What
Do
You**



Hear?

what do you hear?

I hear a _____

_____ in my ear.

Writing Activity

Objectives:

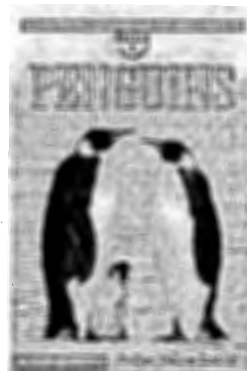
1. Students will be able complete sentences about their penguin using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.

Setting: large group and small group

This activity may be done in a period of two days. One day for students to color the penguin activity page and another for students to write about their penguins using sticker sentences.

Materials:

- book Penguins by Kathleen Weidner Zoehfeld
- penguin activity page
- Zaner-Bloser writing paper for kindergarten
- penguin stickers
- crayons
- pencils



Procedure:

Day one: The teacher will begin by reading the book Penguins by Kathleen Weidner Zoehfeld. Begin a discussion with students about the characteristics of specific penguins. Make a point to discuss how certain penguins look different from others. Give students the Polar Penguin activity page to color.

Day two: In a small group setting, show students the example sentences about a penguin. Explain to students that they will be writing sentences describing their penguin from the previous day. Give each student their penguin to look at before they begin writing the sentences. The teacher will need to guide students through this process. The students should include sentences about the following:

- Introduce your penguin.
- Tell your penguin's name.
- Tell what color your penguin is.
- Describe what your penguin likes to eat.
- Describe what your penguin like to do.

When students are finished, let them share their sentences with friends or an adult helper. Display sentences along with the polar penguins in the hall or classroom.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Organization, Word Choice & Conventions

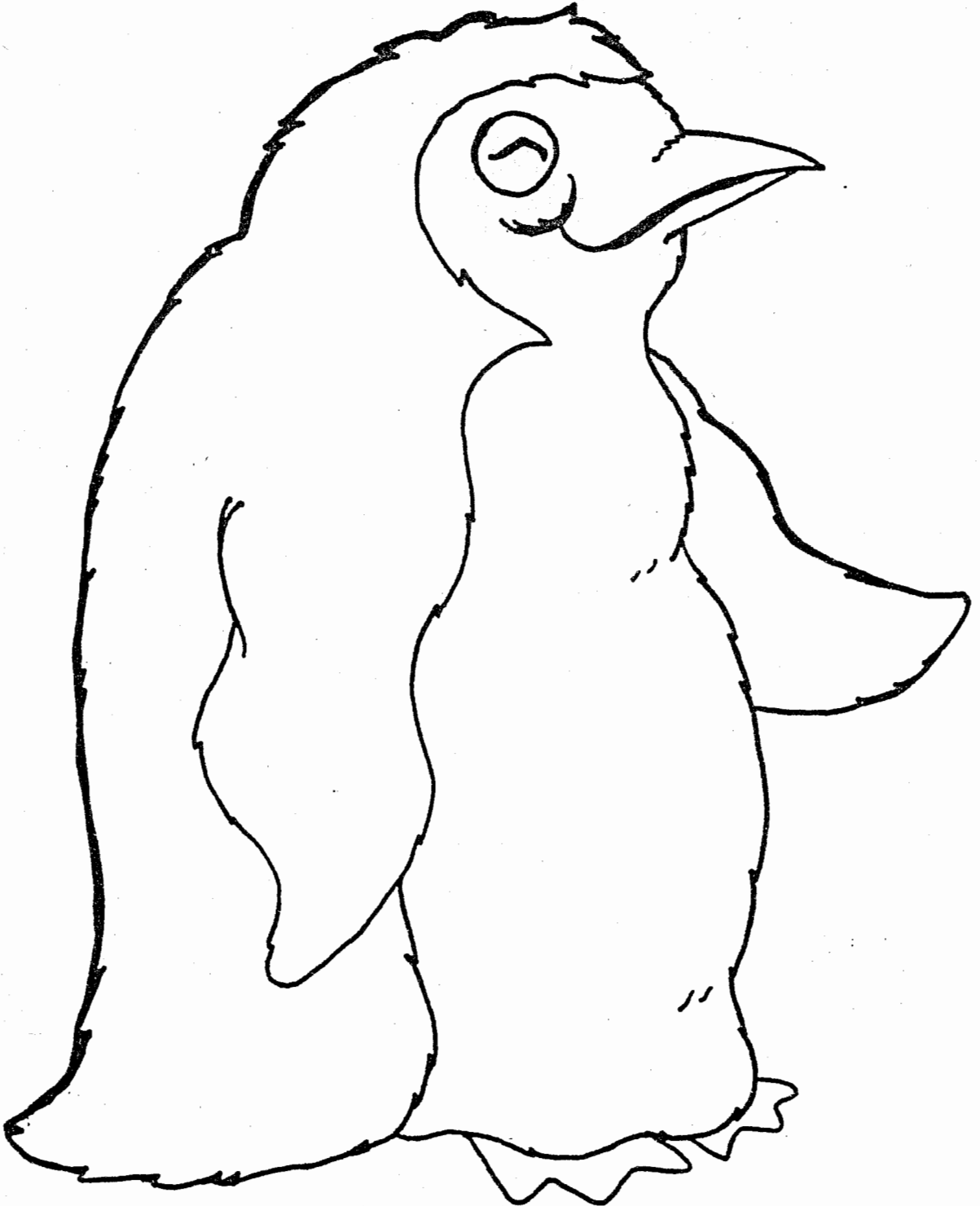
Name _____

POLAR PENGUIN

Penguins like the ice and snow.

Do you know where they live? _____

Color the penguin.



Miss Kartman
This is my



My's name is Percy.

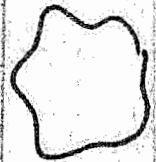
She is

black



and

white



Percy likes to eat

fish



We like to swim.

Writing Activity

Objectives:

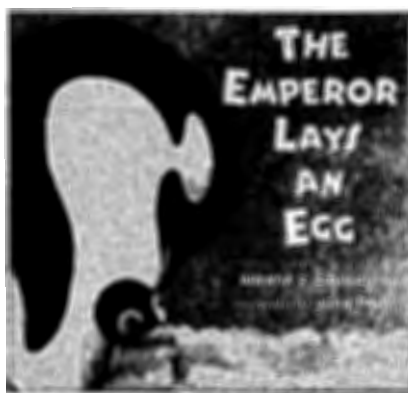
1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Note to the teacher: This activity discusses a father's role within a family. This activity is best to do if your students' fathers are active in their lives.

Materials:

- book The Emperor Lays an Egg by Brenda Guiberson
- activity page
- crayons or markers
- pencils
- pictures of students' fathers (optional)



Procedure:

The teacher will begin by reading the book The Emperor Lays an Egg by Brenda Guiberson. Begin a discussion about emperor penguins and the many responsibilities they have. Ask students the following question: "What are some special things that your dad does?" After students have shared their ideas with a partner or the large group, give directions for the activity.

Directions:

1. Write your name at the top of the page.
2. Think of something that your dad does with you and draw a picture of it.
3. Think of the words to explain what your dad does with you and finish the sentence at the bottom.
4. Try to sound out the words and write them on the line.

When students are finished, let them share their work with the class during a sharing time. Work may be displayed in the hall or the classroom along with pictures of students' fathers (optional).

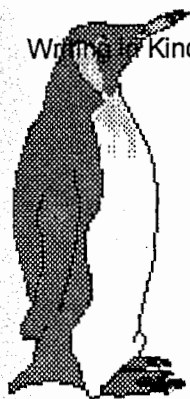
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____



Emperor penguins are
great dads, mine is too!!

A large rectangular box for drawing or writing.

My dad _____

_____.

Writing Activity

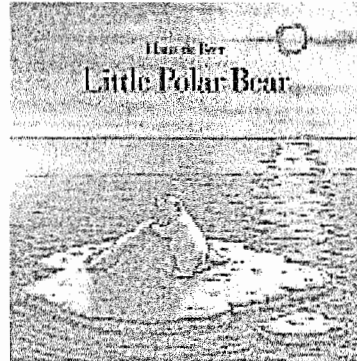
Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book Little Polar Bear by Hans de Beer
- Morning Surprise activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book Little Polar Bear by Hans de Beer. When finished reading, ask the students the following question: "If you woke up one day and had drifted away like Lars did in the story, where would you want to be?" Let students share their ideas with a partner or the large group. When finished sharing, give students the directions for the activity.

Directions:

1. Write your name at the top of the paper.
2. Draw a picture of your head where the character's head should be.
3. Think of a place you would like to be when you woke up if you drifted away like Lars. Use details and draw a picture of the place.
4. Think of the name of the place and try to sound it out. Write the words to finish the sentence "It was..."

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice & Word Choice

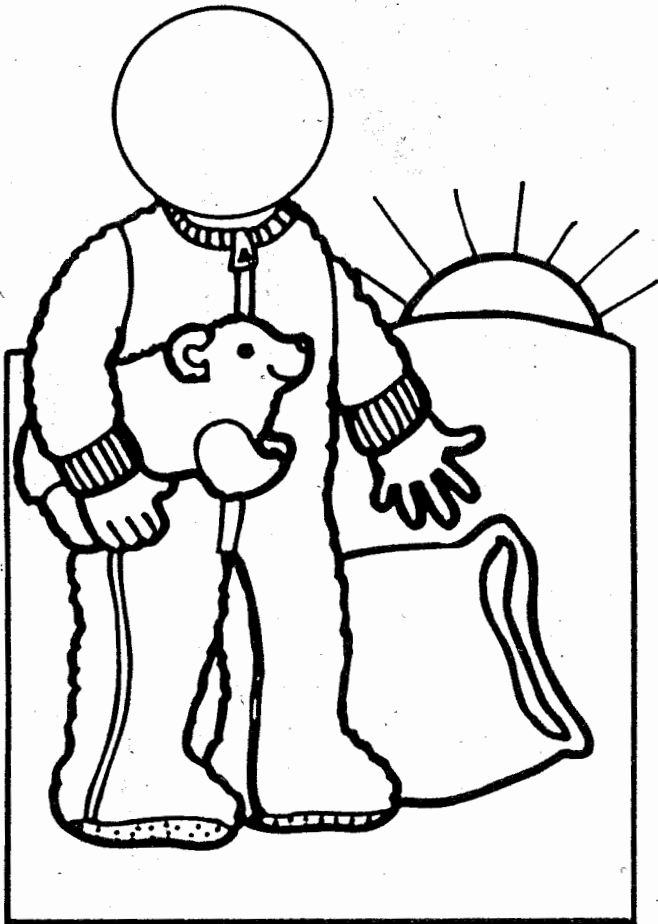
Name _____

Little Polar Bear
Story starter

Morning Surprise

One morning I woke up in a faraway place.

It was...



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book Snow Bear by Piers Harper
- polar bear color page (run on a light blue or black construction paper)
- polar bear writing paper
- crayons
- pencils
- stapler



Procedure:

The teacher will begin by reading the story Snow Bear by Piers Harper. When finished, begin a discussion by asking the students the following question: "How would you help Snow Bear find his mother?" Let students share their ideas with a partner during a pair share time or with the large group. After students have finished sharing, explain the directions.

Directions:

1. Write your name on the back of the polar bear coloring page.
2. Color the picture of the polar bear.
3. Think of how you would help Snow Bear find his mother. Trace the word "I."
4. Try to sound out the words and write about your ideas on the polar bear writing paper.

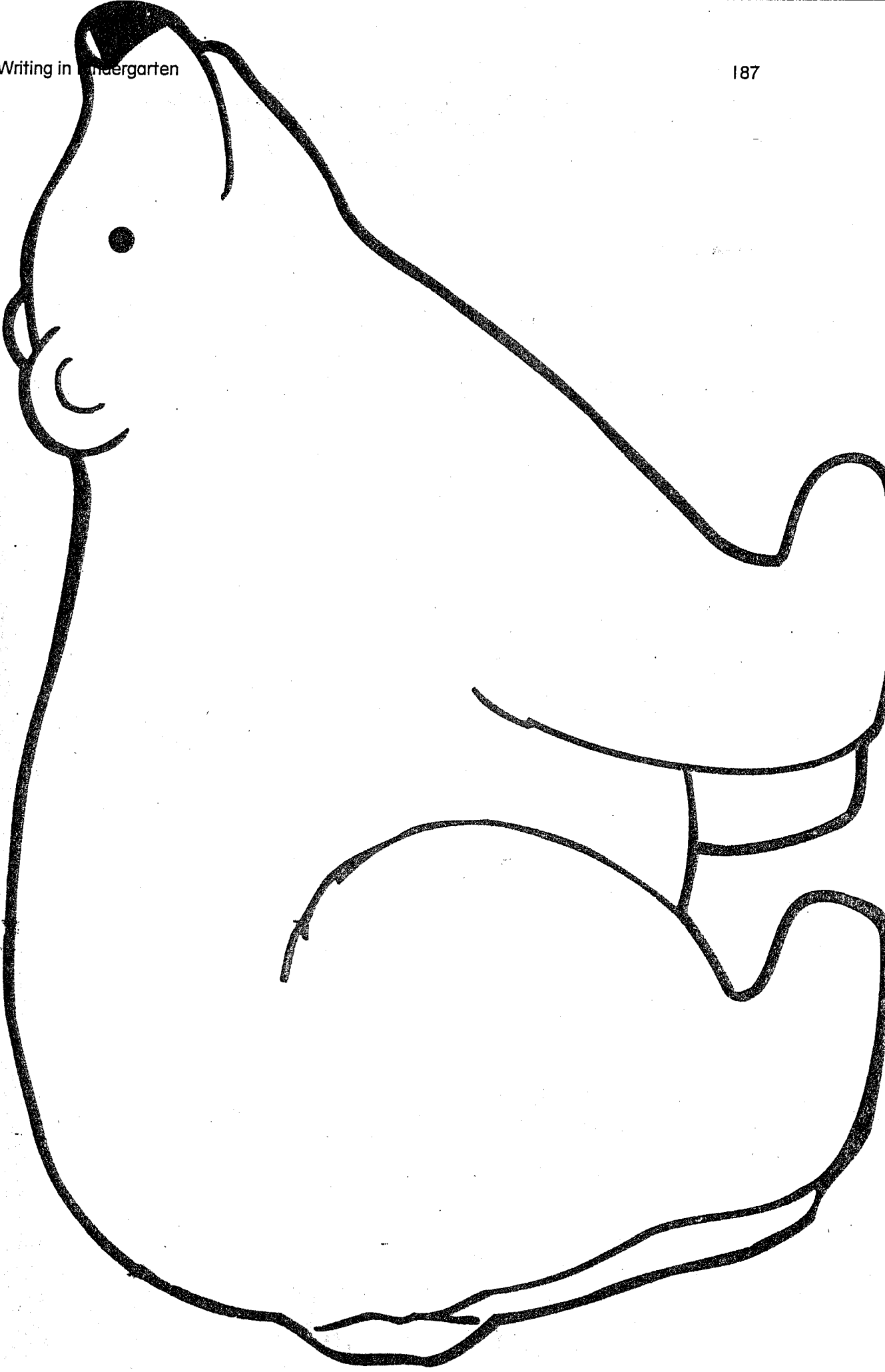
When students are finished, staple the writing paper to their polar bear. Let students share their work during a sharing time. Display the work in the hall or classroom.

Assessment:

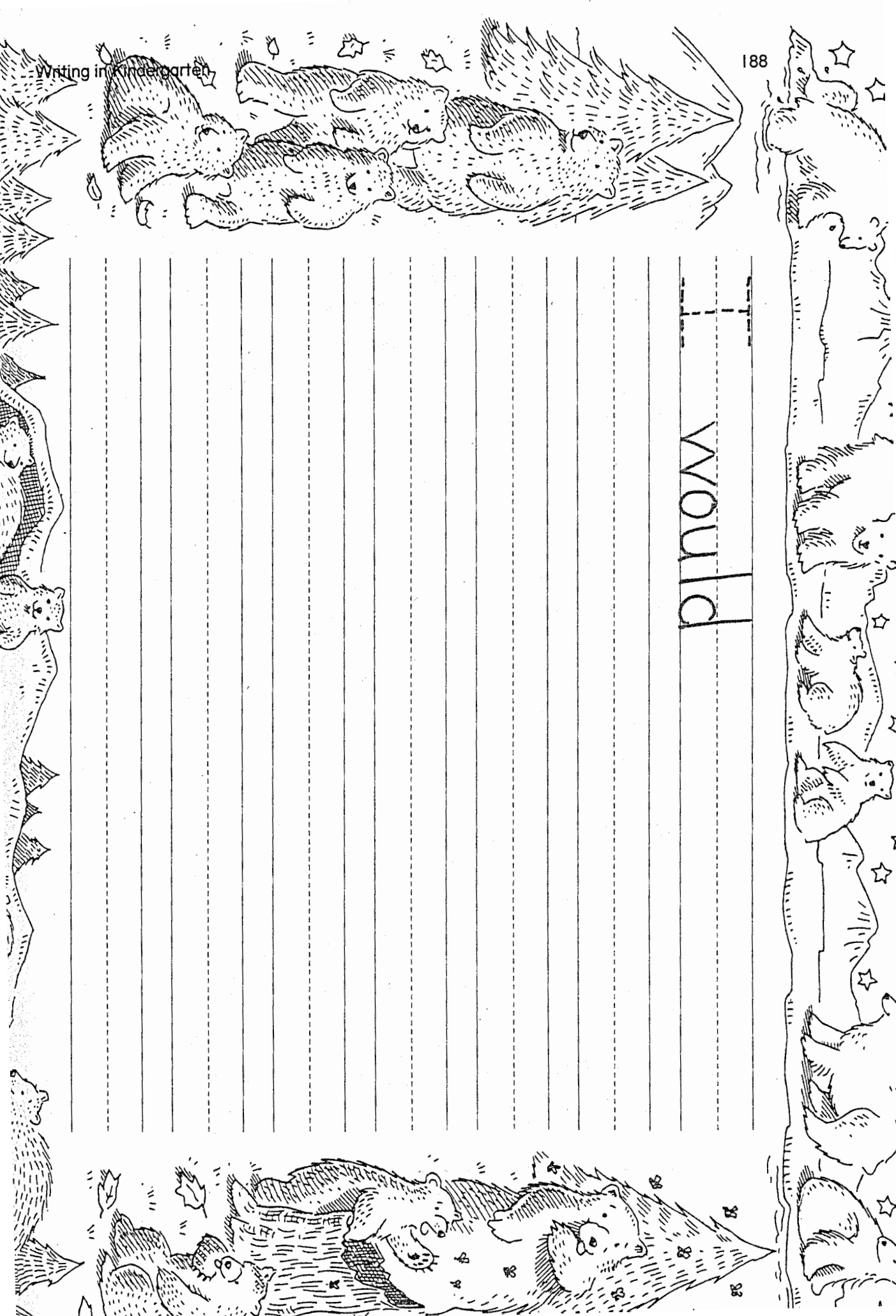
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions



I would



Writing Activity

Objectives:

1. Students will be able complete sentences about their snowman using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.

Setting: large group and small group

This activity may be done in a period of two days. One day for students to color the snowman activity page and another for students to write about their snowmen using sticker sentences.

Materials:

- books about snowmen
 - o The Biggest, Best Snowman by Margery Cuyler
 - o All You Need For a Snowman by Alice Schertle
- snowman color page
- Zaner-Bloser writing paper for kindergarten
- snowman stickers



Procedure:

Day One: The teacher will begin by reading one of the selections listed above about snowmen. When finished, ask students if they have ever built a snowman before. Let students describe some of the snowmen that they have built. Ask questions about what materials they used to build the snowman with. After students have shared their responses, give directions for the activity.

Directions: Day One

1. Write your name on the back of the snowman.
2. Think of what you would like your snowman to look like. Draw details on the snowman.

Day two: In a small group setting, show students the example sentences about a snowman. Explain to students that they will be

writing sentences describing their snowman from the previous day. Give each student their snowman to look at before they begin writing the sentences. The teacher will need to guide students through this process. The students should include sentences about the following:

- describe your snowman
 - o Does it have a scarf? What color is it?
 - o Does it have a nose? What is it made of?
 - o Does it have a hat? What color is it?
 - o Does it have buttons? What are they made of?
- What is your snowman's name?
- What does your snowman like to do?

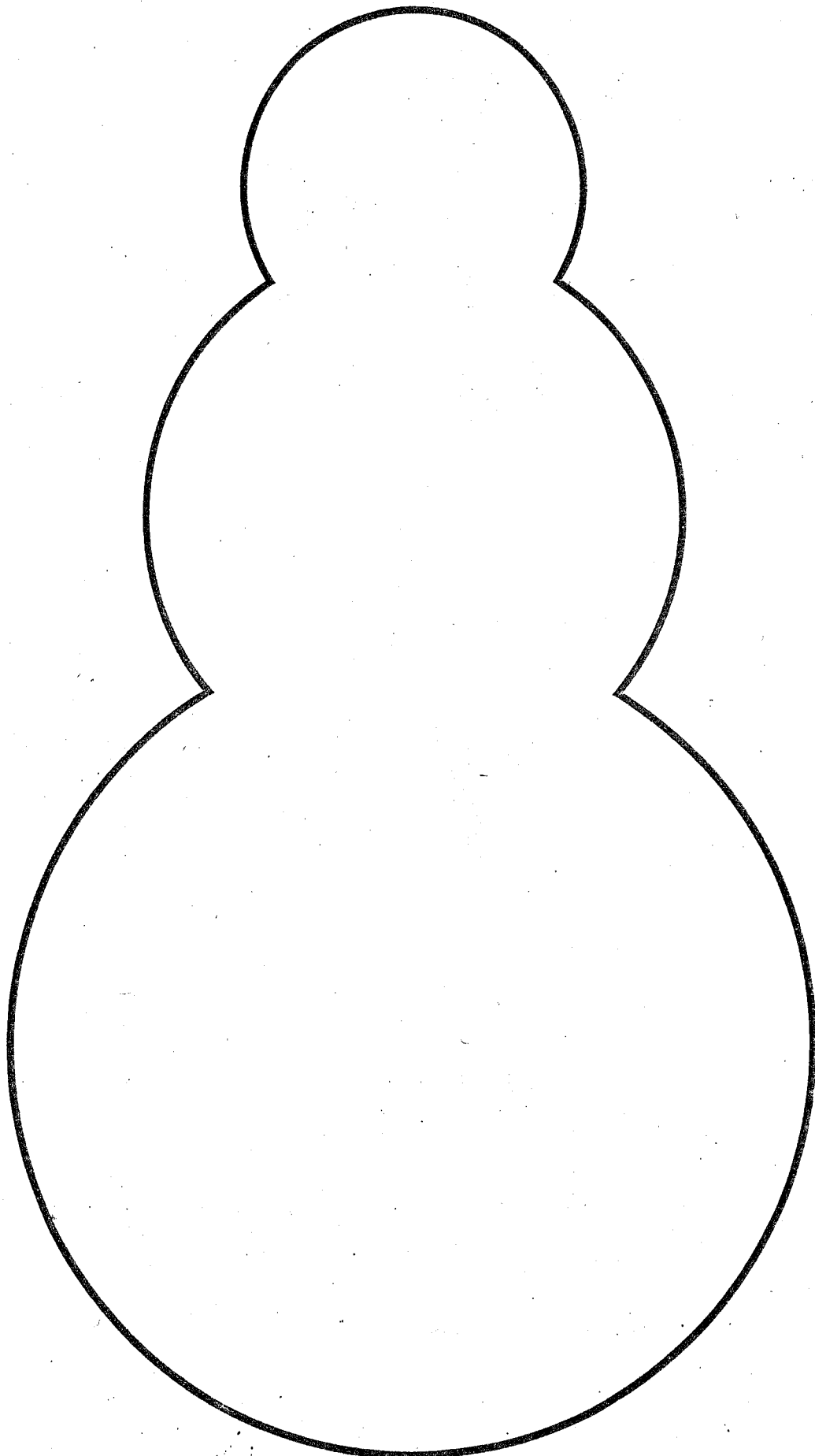
When students are finished, staple the writing paper to their snowman. Let students share their work during a sharing time. Display the work in the hall or classroom.

Assessment:



Form: Observation



Tool: 6-Trait Rubric for Beginning Writers


Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions




Miss Kartman

My  has a  nose.

She has a  scarf and
a  hat.

My s name is Helen.

She likes to throw  snowballs.

Writing Activity

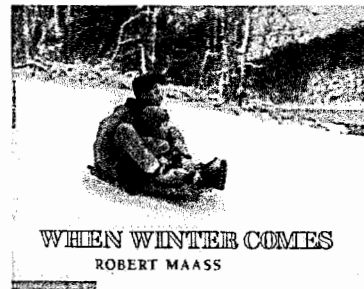
Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book When Winter Comes by Robert Maass
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book When Winter Comes by Robert Maass. When finished reading, begin a discussion by asking students the following question: "What do you like to do in the winter?" Let students share their ideas with a partner or the large group. Give students the directions for the activity when the discussion has concluded.

Directions:

1. Write your name on the top of the paper.
2. Think about what you like to do in the winter and draw a picture of the activity. Add details to your picture.
3. Write the missing words in the sentence.
4. Try to sound out the activity you like to do and write it on the line at the end of the sentence.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

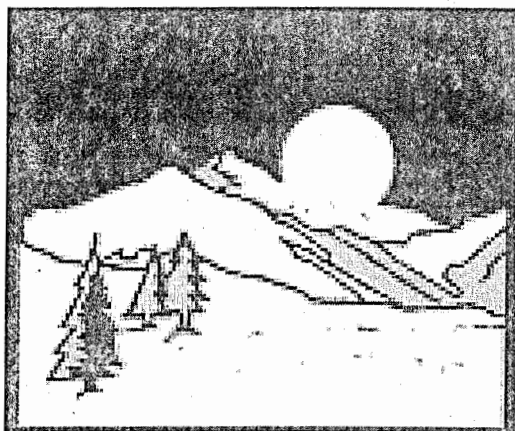
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

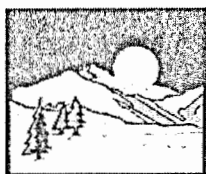
In

the



Winter

Name _____



When winter comes _____ I _____ like

_____ to _____ .

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to finish a sentence about their ideas with a prompt.

Setting: large group

Materials:

- book Snowballs by Lois Ehlert
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book Snowballs by Lois Ehlert. When finished reading, ask students the following question: "What would you make with snowballs?" Let students share their ideas with a partner or the large group. When students are finished sharing, give directions for the activity.

Directions:

1. Write your name on the top of the paper.
2. Think about what you would make with snowballs and draw a picture of it.
3. Write the word "I" in the sentence.
4. Try to sound out what you drew and write the word on the line.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

Name _____

_____ I would make _____



with snowballs.

Writing Activity

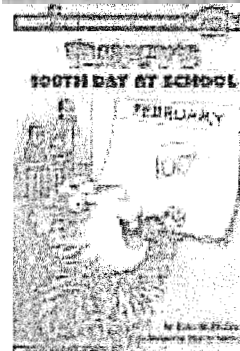
Objectives:

1. Students will be able to develop an idea and complete the activity page.
2. Students will attempt to label objects in their drawings.

Setting: large group

Materials:

- books about the 100th day of school
 - o Miss Bindergarten Celebrates the 100th Day of Kindergarten by Slate
 - o Fluffy's 100th Day at School
- activity pages
 - o What would you do with \$100?
 - o What would you look like if you were 100 years old?
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading one of the selections listed above about the 100th day of school. After reading the story, carry on a discussion about some of the special things the class will do to celebrate the 100th day of school. Depending upon which activity is chosen, ask the students the following questions:

1. If you had \$100 to spend on our 100th day of school, what would you buy?
2. If you were 100 years old, what do you think you would look like?

When students have finished sharing their ideas with a partner or large group, give directions for the activity.

Directions:

1. Write your name on the back of the paper.
2. Think about the question.
 - a. What would you do with 100 dollars?

- b. What would you look like if you were 100 years old?
3. Draw a picture that describe your ideas.
4. Try to sound out the words and label the ideas in your picture.

When students are finished with the activity page, let them share their work with a friend or the whole class during a sharing time.

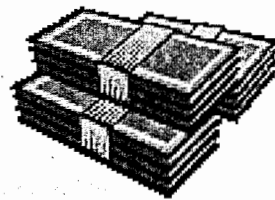
Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice & Conventions

This is how I might look
when I'm 100 years old.



Name _____

What would you do with 100 dollars?

_____ would _____
I

Writing Activity

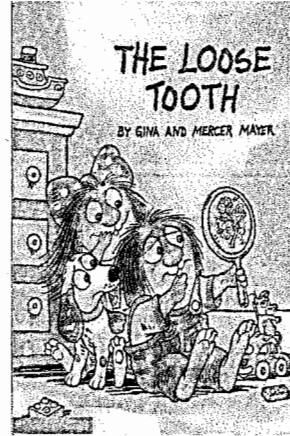
Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book The Loose Tooth by Gina & Mercer Mayer
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the book The Loose Tooth by Gina & Mercer Mayer. When finished reading, ask the students the following question and facilitate a discussion: "If you were little critter, how would you try to get your tooth out? How have you gotten your loose teeth out in the past? What would you buy with the money you might get from the tooth fairy?" Let students share their ideas with a partner or the large group. When students have finished sharing, give the directions for the activity.

Directions:

1. Think of how you would try to get your loose tooth out if you were Little Critter. Draw a picture to explain your ideas.
2. Try to write a sentence explaining your ideas in your journal.
3. Do your best to sound out the words you don't know how to spell.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency &
Conventions

Writing Activity

Objectives:

1. Students will be able to develop ideas and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas given prompts and complete the student books.
4. Students will be able to complete the story planning activity prior to beginning their books.

Setting: small or large group

Preparation:

This activity is meant to be done in a 2 – 3 day time period. It would work well after many versions of The Little Red Hen have been studied and compared. Prior to the second day's activity, students should be paired up in groups of two.



Materials:

- different versions of books about the Little Red Hen
 - o The Little Red Hen by Lucinda McQueen
 - o The Little Red Hen by Alan Garner & Norman Messenger
 - o The Red Hen by Judith Bauer Stamper
 - o The Little Red Hen Makes a Pizza by Philemon Sturges
- story planning page
- activity pages
- crayons or markers
- pencils
- chart paper

Procedure:

Day One: The teacher will have read many different versions of The Little Red Hen prior to the activity. The teacher will begin a discussion about the story elements of setting, characters, problem and solution. Ask students to describe these elements from each of the versions of The Little Red Hen that were read. While students describe the story elements, the teacher will write the characteristics on chart paper.

Day Two: The teacher and students will review the characteristics of the different versions of the story that were recorded the previous day. Students will be introduced to the first step in the activity. The teacher will explain to the students that they will be writing their own version of The Little Red Hen with a partner. Students will be shown the example of the book made by the teacher. Before students can begin they must spend some time planning the story. The teacher will show students the story planning activity page and model how to fill in the information. Students will be given the story planning activity page to do with their partners. The teacher should move about and facilitate the planning since students may not be able to read the sentences by themselves.

Day Three: After the students have completed the story planning activity, they are ready to begin writing. Explain to students that they need to think about how they planned their story. Students will be given the activity pages for the book. Give each group time to complete the activity pages. Depending upon the groups, more time may need to be set aside for students to complete the whole book. The teacher should facilitate and direct student activity during the writing process.

When students are finished with the activity, let them share their books with the whole class during a sharing time. Each student may take turns reading a page from the book.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

The Little

By _____ and _____

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book Who Took the Farmer's Hat? By Joan Nodset
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the book Who Took the Farmer's Hat by Joan Nodset. When finished reading, ask the students the following question to begin a discussion: "If you found the farmer's hat, what would you turn the hat into? What would you use the hat for?" Let students share their ideas with a partner or the large group. When students have finished sharing, give the directions for the activity.

Directions:

1. Think of what you would make from the farmer's hat and what you would use it for and draw a picture to explain your ideas.
2. Try to write a sentence explaining your ideas in your journal.
3. Do your best to sound out the words you don't know how to spell.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to complete the sentences in the poem.

Setting: large group

Materials:

- interactive pocket chart poem Farm Riddle by Vincent
- activity page
- crayons or markers
- pencils

Procedure:

The teacher will begin by introducing the interactive pocket chart poem Farm Riddle. Students will use the pictures and words from the interactive chart to complete the riddle. The teacher will begin by putting up the sounds that the animal inside the barn makes. Students will choral read the poem and guess what animal is behind the barn. After every animal has been introduced, the teacher will give directions for the activity.

Directions:

1. Write your name at the bottom of the page.
2. Think of an animal that you would want on your farm. Sound out the words to describe the sound it makes and write it on the top line of the poem.
3. Draw a picture of the animal.
4. Write the animal's name on the last line of the poem.
5. Color the farm pictures around the poem.

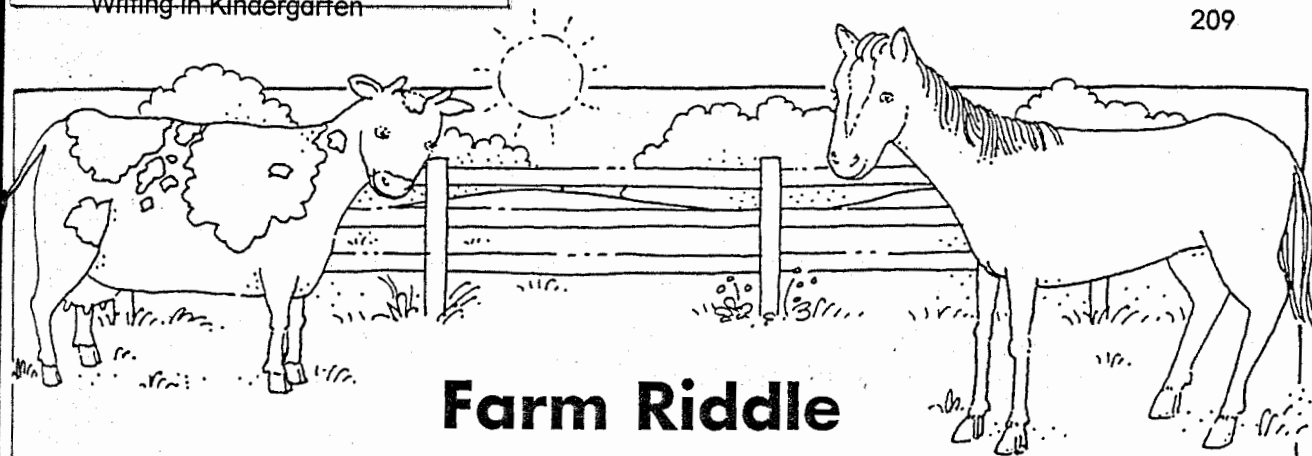
When students are finished with the activity, let them share their work with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

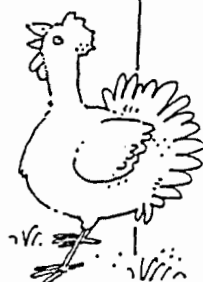
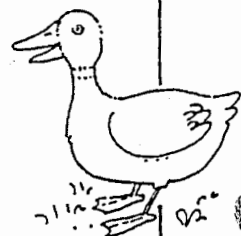
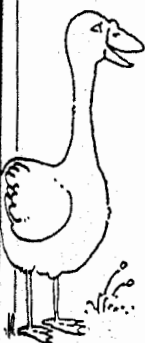
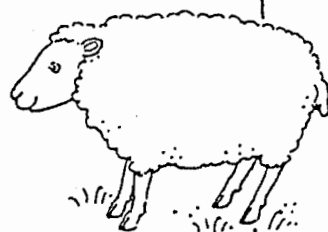
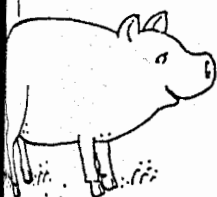
Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, & Conventions

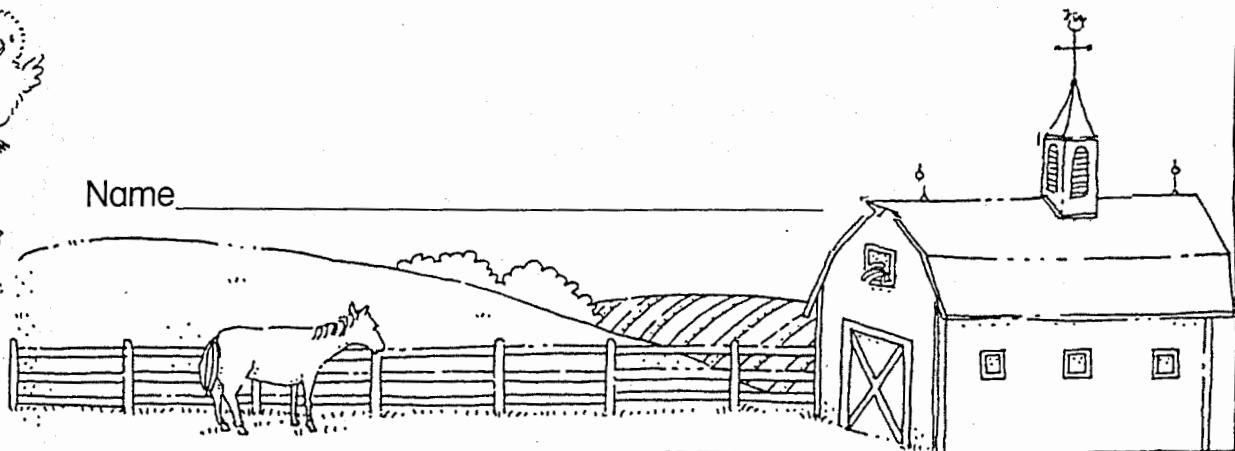


Farm Riddle

It's morning on the farm.
Who's that waking up, up, up
inside the big red barn?
Answer: It's a _____!



Name _____



Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book The Cow Who Wouldn't Come Down by Paul Brett Johnson
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the book The Cow Who Wouldn't Come Down by Paul Brett Johnson. When finished, begin a discussion with the students by asking the following question: "If you were Gertrude, how would you get your cow down?" Let students share their ideas with a partner or large group. When students have finished sharing, give the directions for the activity.

Directions:

1. Think of an idea of how you would get your cow down if you were Gertrude. Draw a picture to explain your ideas.
2. Try to write a sentence describing your picture and how you would get the cow down.
3. Do your best to sound out the words you don't know how to spell.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able complete sentences about animals on their farm using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.

Setting: small group



Materials:

- books about farm animals
 - o My Sheep by Heather Miller
 - o My Horses by Heather Miller
 - o My Pigs by Heather Miller
 - o My Goats by Heather Miller
 - o My Chickens by Heather Miller
 - o My Cows by Heather Miller
- Zaner-Bloser writing paper for kindergarten
- animal stickers
- crayons
- pencils

Procedure:

The teacher will begin by reading one of the selections listed above. It would be beneficial for students if many of the selections have been read prior to the activity. The teacher will describe the activity and share the example. Explain that the students will be thinking about animals they would like to include on their farm and writing about them. The students should include sentences with the following details:

- Tell what animals and how many are on your farm.
- Tell what color each animal is.
- Tell what each animal likes to do.

Students may use the example as a model when writing their sentences or may use their own format, depending upon their writing abilities.

When students are finished, let them share their sentences with friends or an adult helper.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Miss Kartman

214

On my farm I have 2

 horses

, 3


 pig's


, and 1

 cat

My




is 

and likes to drink milk 

The




s are



. They like to

Writing in Kindergarten

roll in the mud. 

The



s

Writing Activity

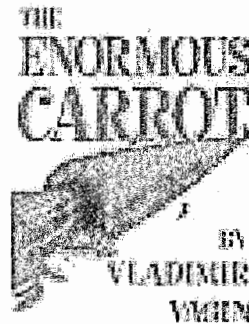
Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book The Enormous Carrot by Vladimir Vagin
- student journals (wide-ruled notebook)
- crayons
- pencils
- dry erase boards, markers and erasers



Procedure:

The teacher will begin by reading the book The Enormous Carrot by Vladimir Vagin. As the story continues, stop periodically and ask students to draw a quick picture of what they think the carrot will look like on the next page. Continue to read as the students compare their drawings with the actual illustrations from the story. When the story is finished, ask students the following question: "How would you have tried to get the enormous carrot out of the ground?" Let students share their ideas with a partner or large group. When students have finished sharing, give directions for the activity.

Directions:

1. Think of how you would try to get the enormous carrot out of the ground if you were the characters in the story. Draw a picture to explain your ideas.
2. Try to write a sentence describing your picture.
3. Do your best to sound out the words you don't know how to spell.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able complete sentences about their garden using stickers, familiar words and pictures of flowers for writing prompts.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.

Setting: small group

Materials:

- book Flower Garden by Eve Bunting
- Zaner-Bloser writing paper for kindergarten
- flower and insect stickers
- pictures of flowers (from old calendars or magazines)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Flower Garden by Eve Bunting. When finished, discuss the many plants that were in the characters garden. Begin a discussion by asking students the following question: "If you were going to plant a garden, what color of flowers would you want in your garden?" Let students share their ideas with a partner or large group. When students have finished sharing, introduce the activity by showing the example of the flower sticker sentences. Show students the picture of the flowers that was used as a writing prompt when writing the example. Explain to students that they will be writing sentences about flowers in their garden using stickers and familiar words. Let each student choose one of the flower pictures to use as a writing prompt. Students may use the example as a model when writing their sentences or may use their own format, depending upon their writing abilities. The sentences should include the following details:

- tell what color of flowers are in your garden
- describe the parts of the flowers
- tell if any insects live in your garden

When students are finished, let them share their sentences with friends or an adult helper.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

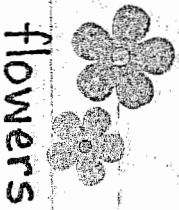
Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Miss Kartman

219

In my garden I have

many



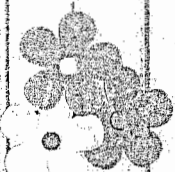
flowers

. They are red,

orange

and yellow.

My



have

a green

stem and

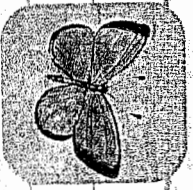
green



leaves.

Writing in Kindergarten

A





lives in my garden.


Miss Kartman

219

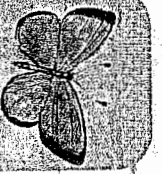
In my garden I have

many  flowers. They are red,

orange, and yellow. My  have

a green stem and green  leaves.

Writing in Kindergarten



A lives in my garden.

Writing Activity

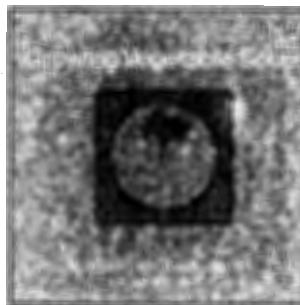
Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label the clip art on the sentence strips.
3. Students will attempt to finish a sentence about their ideas given a prompt.

Setting: large or small group

Materials:

- book Growing Vegetable Soup by Lois Ehlert
- sentence strips
- clip art
- pencils



Procedure:

The teacher will begin by reading the story Growing Vegetable Soup by Lois Ehlert. When finished, ask students to recall the vegetables that were in the story. As students share their ideas, ask them to put their thumb up or down to show if they like that particular vegetable. Begin a discussion by asking students the following question: "If you were going to make soup to eat and could put anything that you wanted in it, what might you include?" Let students share their ideas with a partner or large group. When students are finished sharing ideas, explain the activity and show the example. Students will be using clip art to describe what food items they would include in their homemade soup.

Directions:

1. Write your name on the back of the sentence strip.
2. At the beginning of the sentence write the words "I would have..."
3. Find pictures of the foods that you would like to include in your soup.
4. Write the number to show how many of a particular food you want in front of the clip art pictures. Then glue the pictures on the sentence strip.
5. Continue to write and glue the pictures on the sentence strip until you have finished your soup.

When students are finished, let them share their sentences with friends or large group during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able complete sentences about their insect using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.
3. Students will be able to label the parts of their insect.

Setting: large and small group

This activity may be done in a period of two days. One day for students to construct their insect and another for students to write about their insects using stickers.

Materials:

- books about insects
 - o What Is an Insect? by Susan Canizares & Mary Reid
 - o Where Do Insects Live? by Susan Canizares & Mary Reid
- white construction paper
- student digital pictures
- crayons
- Zaner-Bloser writing paper for kindergarten
- insect stickers
- pencils



Procedure:

Day one: The teacher will begin by reading one of the selections listed above. Begin a discussion with students about the characteristics of insects. Make a point to discuss the different body parts of an insect, the names of the parts and how they compare to our bodies. Introduce the insect activity by showing the example of the decorated insect. Students will be using their digital pictures when constructing their own insect. They will cut out the parts of their bodies that are similar to the body parts of the insect. These will be glued onto the parts of the insect after it has been drawn. Explain the directions to the students.

Directions:

1. Write your name on the back of the white construction paper.

2. Draw a picture of any kind of insect you would like and color it.
3. Think about the body parts of the insect. Cut apart your digital picture so you can glue your body parts onto the insect's body.
4. Try to sound out the words and label the parts of the insect with a pencil.

Day two: In a small group setting, show students the example sticker sentences about the insect. Explain to students that they will be writing sentences describing their insect from the previous day. Give each student their insect to look at before they begin writing the sentences. The teacher will need to guide students through this process. The students should include sentences about the following:

- Tell what insect you made.
- Describe your insect.
- Tell what your insect likes to do.

Students may use the example as a model when writing their sentences or may use their own format, depending upon their writing abilities.

When students are finished, let them share their sentences with friends or an adult helper. Display sentences along with the insect pictures in the hall or classroom.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

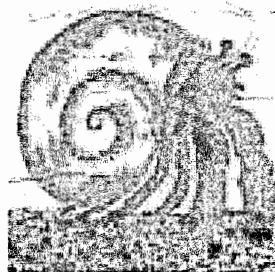
1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book A House For Hermit Crab by Eric Carle
- student journals (wide-ruled notebook)
- crayons
- pencils

A House
for Hermit Crab



Procedure:

The teacher will begin by reading the story A House For Hermit Crab by Eric Carle. When finished, ask students to recall all of the sea creatures that made their home on top of the crab's shell. After students are finished sharing, ask the following question: "If you were the crab and had to find a new home, where would you choose to live?" Let students share their ideas with a partner or large group. When students have finished sharing their ideas, give directions for the activity.

Directions:

1. Think about where you would choose to live if you were hermit crab. Draw a picture of it in your journal.
2. Try to write a sentence describing your picture and ideas.
3. Do your best to sound out the words.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

This activity may be done in a period of two days. One day for students to color the fish title page of the book and another for students to write about ways they can show friendship.

Preparation:

Prior to the activity the teacher needs to staple the journals together and cut small pieces of foil or shiny wrapping paper to replicate the scales from the Rainbow Fish.

Materials:

- book The Rainbow Fish by Marcus Pfister
- friendship journal pages
- shiny wrapping paper or foil
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading the book The Rainbow Fish by Marcus Pfister. When finished, discuss with students how the Rainbow Fish showed friendship in the story. Begin a discussion by asking students the following questions: "What are things that we can do to show friendship towards others? What are some ways that you have shown friendship towards others?" Let students share their ideas with a partner or large group. When students have finished sharing, explain the activity by showing the example of the friendship journal. Tell students that they will be making their own friendship journals and writing about ways they can show friendship like Rainbow Fish did.

Day One: Students decorate the fish title page of their journal. Students should color the fish and may glue on pieces of foil or shiny wrapping paper to replicate the shiny scale on the Rainbow Fish.

Day Two: Ask students to recall some of the ideas of ways to show friendship that were shared the previous day. Explain to students that they need to draw a picture of one way that they can show friendship towards others. Students need to describe their picture by writing a sentence about their idea.

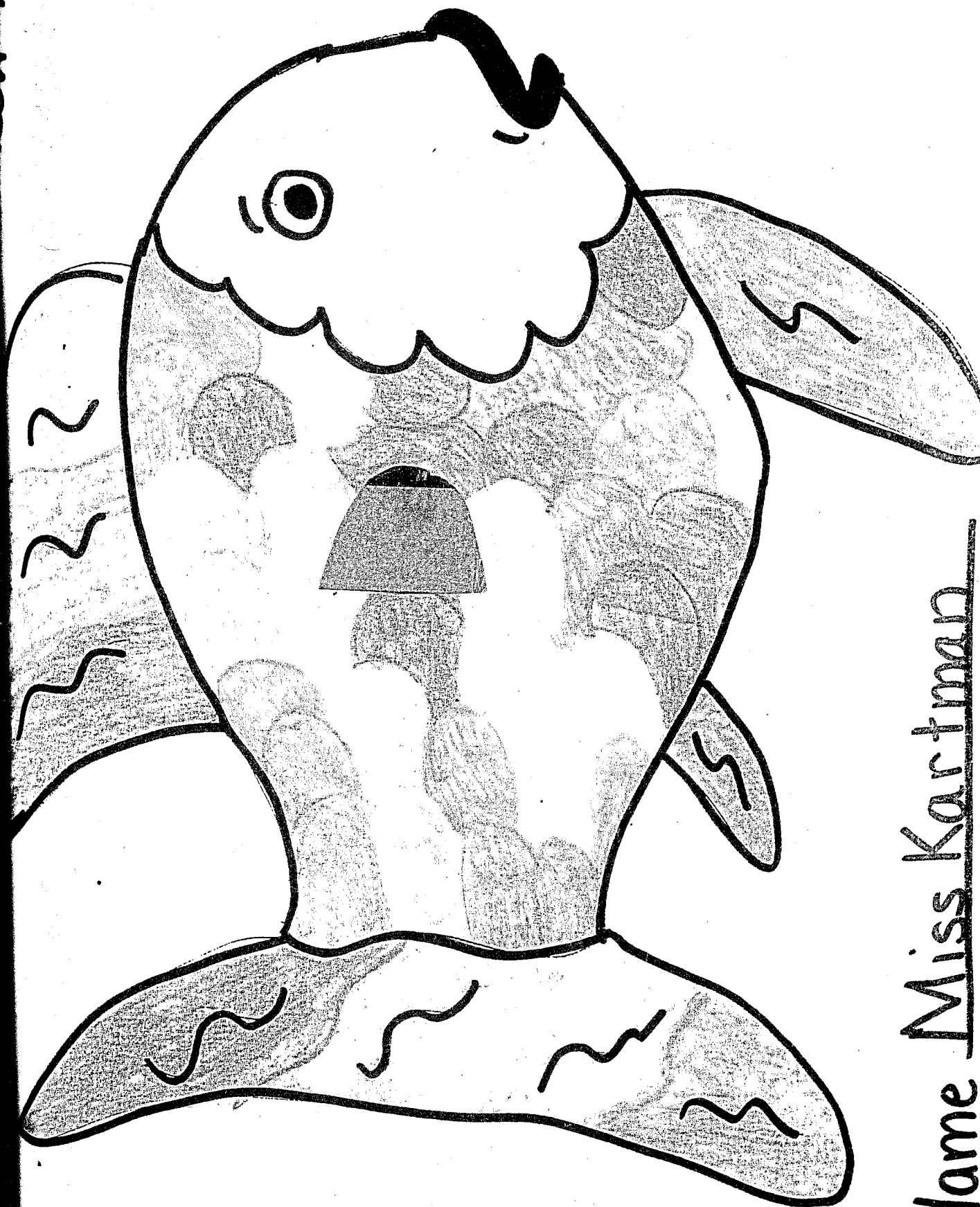
When students are finished, let them share their journals with friends or the large group during a sharing time. The journals may be displayed in a reading center for all students to enjoy.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions



Name Miss Kartman

show friendship by

I

Writing Activity

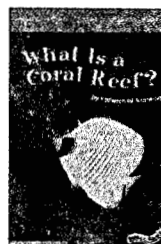
Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- books about animals that live in the sea
 - o What Is a Coral Reef? by Kathleen Kranking
 - o In the Ocean by Julie Ellis
 - o Sea Animals by Peter & Sheryl Sloan
- activity page
- crayons or markers
- pencils



Procedure:

The teacher will begin by reading one of the selections listed above. When finished, ask students to tell you about some of the different animals that live in the sea. After students have shared their knowledge, give them the following scenario: "Imagine you are a scuba diver deep under the sea. You've just discovered a new fish, never before seen. What would it look like?" Have students describe the shape, color, size, etc. Let students share with a partner or large group. When students have finished, give the directions for the activity.

Directions:

1. Think about what your newly discovered fish would look like. Draw a picture of it and add many details.
2. Try to write a sentence describing your picture and what the fish would look like.
3. Do your best to sound out the words you don't know how to spell.

When students are finished with the activity, let them share their pictures with a friend or the whole class during a sharing time.

Assessment:

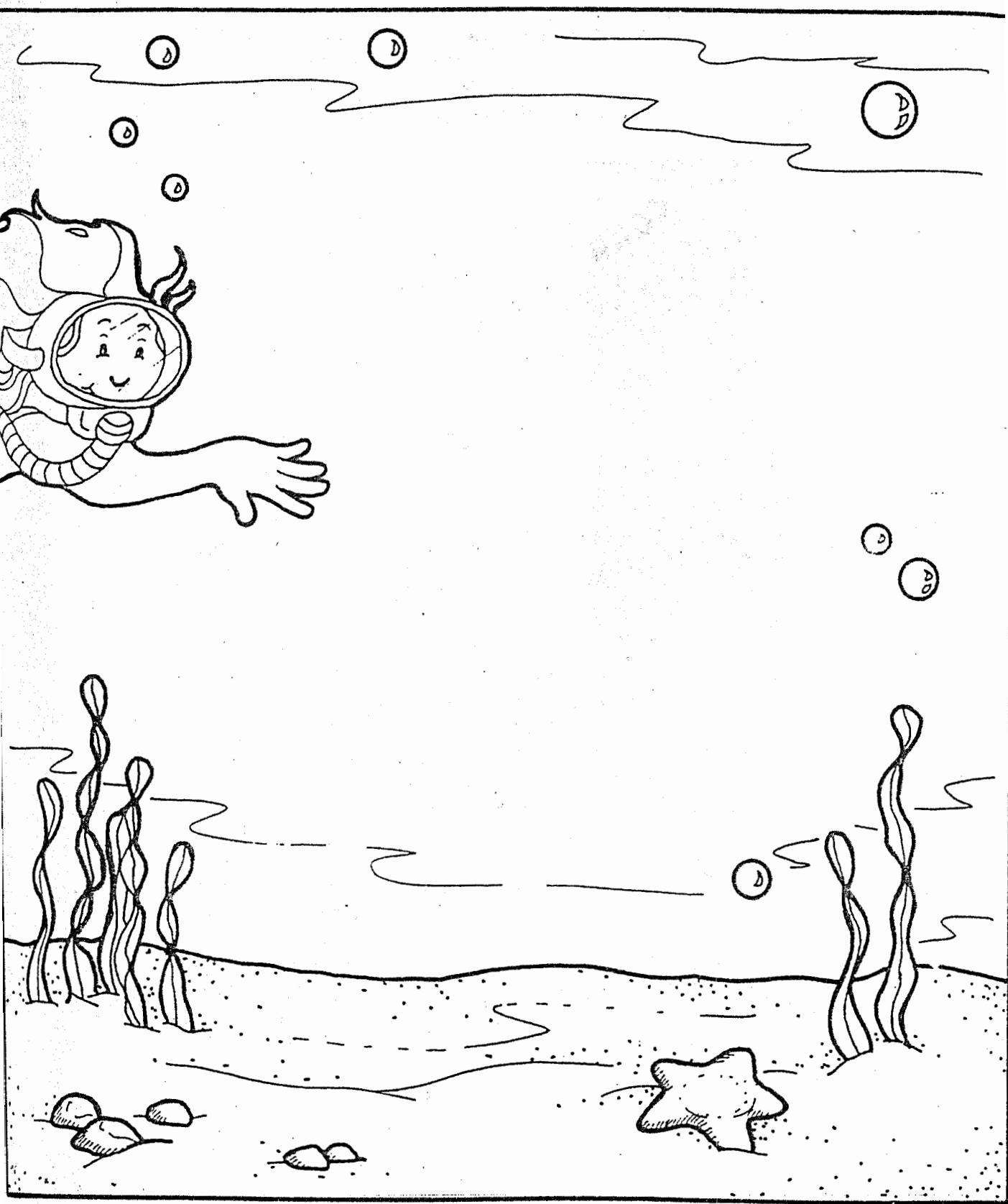
Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

IMAGINATION PAGE

Imagine you are a scuba diver deep under the sea. You've just discovered a new fish, never before seen. Draw a picture of it here.



Writing Activity

Objectives:

1. Students will be able complete sentences about their ocean using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.

Setting: small group

Materials:

- books about animals that live in the ocean
 - o In the Sea by Peter & Sheryl Sloan
 - o Sea Creatures by Pamela Chanko
- Zaner-Bloser writing paper for kindergarten
- ocean stickers
- crayons
- pencils



Procedure:

The teacher will begin by reading one of the selections listed above. Begin a discussion by asking students to recall animals that live in the sea or ocean. In a small group setting, show students the example sentences about an ocean. Explain to students that they will be writing sentences describing what animals they would like to have in their ocean. The teacher will need to guide students through this process. The students should include sentences about the following:

- name 3 animals that live in your ocean
- explain what each animal likes to do

When students have finished, let them share their work during a large group sharing time or with an adult. Work may be displayed throughout the classroom or in the hallway.

Assessment:

Form: Observation




Tool: 6-Trait Rubric for Beginning Writers


Areas: Ideas, Organization, Voice, Word Choice, Fluency &
Conventions

Miss Kartman



234

In my ocean I have

a  turtle, a  whale, and a  starfish.

The  likes to swim. The  whale

likes to blow water out of its

spout. The  starfish watches  fish swim.

Writing Activity

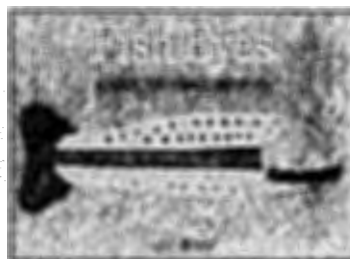
Objectives:

1. Students will be able to develop an idea and complete the activity.
2. Students will attempt to label objects in their drawings.
3. Students will attempt to write a sentence about their ideas.

Setting: large group

Materials:

- book Fish Eyes by Lois Ehlert
- student journals (wide-ruled notebook)
- crayons
- pencils



Procedure:

The teacher will begin by reading the story Fish Eyes by Lois Ehlert. When finished, begin a discussion using the author's question from the last page: "Would you wish to be a fish?" Let students share their ideas with a partner or large group. Ask students what kind of a fish they would choose to be. When students have finished sharing, give directions for the activity:

Directions:

1. Decide if you would like to be a fish for a day. If the answer is yes, draw the kind of fish you would like to be. If the answer is no, draw a picture of an animal that you would like to be for a day.
2. Try to write a sentence describing your picture and why you choose to be that animal.
3. Do your best to sound out the words.

When students are finished with the activity, let them share their journal with a friend or the whole class during a sharing time.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Ideas, Organization, Voice, Word Choice, Fluency & Conventions

Writing Activity

Objectives:

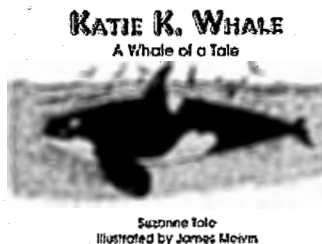
1. Students will be able complete sentences about their whale using stickers and familiar words.
2. Students will be able to use spaces between words and capitals at the beginning of each sentence.
3. Students will be able to include details in their drawing.

Setting: large and small group

This activity may be done in a period of two days. One day for students to construct and color the ocean scene and another for students to write about their whales using sticker sentences.

Materials:

- books about whales
 - o Katie K. Whale: A Whale of a Tale by Suzanne Tate
 - o Whales by Irene Trimble
- large white drawing paper
- 8½ by 11 drawing paper
- Zaner-Bloser handwriting paper for kindergarten
- crayons or markers
- pencils
- whale stickers



Procedure:

Day one: The teacher will begin by reading one of the selections listed above. Begin a discussion with students about the characteristics of whales. Ask students to recall what colors whales can be, specifically killer whales. Describe what whales like to eat. When finished with the discussion, explain the first activity. Students will be making an ocean scene that includes a whale. To make the whales, students will trace around their own shoe on the 8½ by 11 drawing paper and cut it out. This will be decorated to look like a whale and then glued onto the large white drawing paper. Students will include other details to make the ocean scene.

Day two: In a small group setting, show students the example sentences about the whale. Explain to students that they will be writing sentences describing their whales from the previous day. Give each

student their ocean pictures to look at before they begin writing the sentences. The teacher will need to guide students through this process. The students should include sentences about the following:

- Introduce your whale.
- Tell what color your whale is.
- Describe what your whale likes to eat.
- Describe what your whale like to do.

When students are finished, let them share their sentences with friends or an adult helper. Display sentences along with the ocean scenes in the hall or classroom.

Assessment:

Form: Observation

Tool: 6-Trait Rubric for Beginning Writers

Areas: Organization, Word Choice & Conventions

Miss Kartman

This is my  whale Penelope.

She is  and  white.

Penelope likes to swim.

and eat  fish.

Conclusion

When looking back on this project I have gained insight into the process of designing and developing curriculum to meet the needs of students and district standards and benchmarks. Being able to use standards and benchmarks and my knowledge of what students need to become excited about writing was important for me to maintain throughout the project. I also found it important to design the activities around the themes and reading series that was already in place since the current curriculum was working so well for kindergarten teachers.

I believe that the objectives discussed in the introduction of the project were met to the fullest extent. The first objective discussed in the project included the activities being used as a resource to supplement current curriculum and units and meet benchmarks and indicators of writing. Each activity meets the writing standards and indicators of the Marion Independent School District in different ways. Depending upon the activity, a standard and writing indicator could be identified for every activity. When looking at the activities in relation to all the areas, the project fulfills the need for resources. The writing activities provide teachers with literature-based resources to use as part of a writing curriculum and along with direct writing instruction.

The second objective involved the need for a way to assess students' writing using the 6-trait writing language. Using Vicki Spandel's rubrics from the book *Creating Writers Through 6-Trait Writing Assessment and Instruction*, I was able to borrow the language that would be used in the classroom when implementing the 6-trait writing program. I also added pictures to the rubrics so students could easily understand the assessment. I feel the 6-Trait Rubric for Beginning Writer's is a wonderful tool to use when observing and assessing young students' writing development.

Finally, the third objective pointed out the importance of realizing that young students are capable of writing. When looking at student samples taken from the activities, it is evident that young children have something to say. Their messages are communicated through the use of color, details in pictures, letters, and words. If a teacher were to implement the full project as a writing curriculum, they would see students becoming excited about writing and writing for authentic purposes.

I would recommend other kindergarten teachers in my school district adopt the activities as a part of their writing curriculum. Knowing that some teachers do very little with the writing process is disappointing. These activities provide for a wonderful way to incorporate writing in the classroom. As mentioned early in the project, these activities are meant to be used along with direct writing instruction and should not take the place of writing instruction. Students need to be engaged in writing while supported through various methods of writing instruction. Instead, the activities can be used as resources for teachers.

For teachers using the project I would recommend doing further research into the process of implementing the 6-trait writing program in the classroom. Using the 6-trait language and understanding the ideas behind the program would be beneficial for teacher's to have knowledge of when using the activities. In order to see student's growth, writing development and help students understand the rubric while using the activities, teacher's need to be knowledgeable in the 6-trait writing process.

Throughout my teaching experience and professional development I will continue to add ideas and activities to the project while using it in my classroom. The project provides ample activities to supplement my writing program, but can always be improved by adding other relevant activities.

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Appendix A

This appendix contains a list of children's books that were used in the word wall word and theme activities.

Children's Book List

- Alden, L. (1993). *Thanksgiving*. Chicago, IL: Children's Press, Inc.
- Aytesworth, J. (1998). *The gingerbread man*. New York, NY: Scholastic, Inc.
- Bourgeois, P. & Clark, B. (1998). *Franklin's christmas gift*. New York, NY: Scholastic, Inc.
- Bourgeois, P. & Clark, B. (1997). *Franklin's new friend*. New York, NY: Scholastic, Inc.
- Bunting, E. (1994). *Flower garden*. New York, NY: Scholastic, Inc.
- Canizares, S. & Reid, M. (1998). *What is an insect?* New York, NY: Scholastic, Inc.
- Canizares, S. & Reid, M. (1998). *Where do insects live?* New York, NY: Scholastic, Inc.
- Carle, E. (1987). *A house for hermit crab*. New York, NY: Scholastic, Inc.
- Carle, E. (1987). *The very hungry caterpillar*. New York, NY: Philomel Books.
- Carlson, N. (1990). *I like me!* New York, NY: Puffin Books.
- Celsi, T. (1992). *Squanto and the first thanksgiving*. Milwaukee, WI: Raintree Publishers.
- Chanko, P. (1998). *Sea creatures*. New York, NY: Scholastic, Inc.
- De Beer, H. (1987). *Little polar bear*. New York, NY: North-South Books.
- Ehlert, L. (1990). *Fish eyes*. New York, NY: Scholastic, Inc.
- Ehlert, L. (1987). *Growing vegetable soup*. Orlando, FL: Harcourt Brace & Company.
- Ehlert, L. (1995). *Snowballs*. New York, NY: Scholastic, Inc.
- Ellis, J. (2001). *In the ocean*. Littleton, MA: Sundance Publishing.
- Franco, B. (1994). *Fresh fall leaves*. New York, NY: Scholastic, Inc.
- Garner, A. & Messenger, N. (1997). *The little red hen*. New York, NY: DK Publishing, Inc.
- Guiberson, B. (2001). *The emperor lays an egg*. New York, NY: Scholastic.
- Gunson, C. (1995). *Over on the farm: A counting picture book rhyme*. New York, NY: Scholastic.
- Harper, P. (2002). *Snow bear*. New York, NY: Scholastic, Inc.
- Hayward, L. (1990). *The first thanksgiving*. New York, NY: Scholastic, Inc.
- Hennessy, B. G. (2002). *Corduroy goes to school*. New York, NY: Penguin Putnam, Inc.

- Hoberman, M. A. (2000). *The eensy-weensy spider*. New York, NY: Scholastic, Inc.
- The house*. (2001). New York, NY: McGraw-Hill School Division.
- Johnson, P. B. (1993). *The cow who wouldn't come down*. New York, NY: Scholastic, Inc.
- Joyce, S. (2001). *Bob's bath*. New York, NY: McGraw-Hill School Division.
- King, E. (1990). *The pumpkin patch*. New York, NY: Dutton Children's Books.
- Krinking, K. W. (1996). *What is a coral reef?* New York, NY: Scholastic, Inc.
- Maass, R. (1993). *When winter comes*. New York, NY: Scholastic, Inc.
- Martin, Jr., B. (1992). *Brown bear, brown bear, what do you see?* New York, NY: Henry Holt & Company.
- Martin Jr., B. (1991). *Polar bear, polar bear, what do you hear?* New York, NY: Scholastic, Inc.
- Marzollo, J. (1998). *I am a leaf*. New York, NY: Scholastic, Inc.
- Mayer, G. & M. (1995). *The loose tooth*. New York, NY: Scholastic, Inc.
- McKee, D. (1968). *Elmer*. New York, NY: Lothrop, Lee & Shepard Books.
- McMullan, K. (1999). *Fluffy's 100th day at school*. New York, NY: Scholastic, Inc.
- McQueen, L. (1985). *The little red hen*. New York, NY: Scholastic, Inc.
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Appendix B

This appendix contains two different types of rubrics that can be used to assess the word wall word and theme activities.

**6-Trait Writing Rubric for Beginning Writers**

Student: _____

Date: _____

IDEAS**Exploring**

- Marks on paper
- Meaning "lives" with writer as he/she writes

**Developing**

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail

**Accomplished**

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION**Exploring**

- Random use of space

**Developing**

- Pattern – centered, left-to-right, etc.

**Accomplished**

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE**Exploring**

- Bold use of lines
- Use of color
- Voice expressed through dictation

**Developing**

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures

**Accomplished**

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

**Accomplished**

- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

COMMENTS:



6-Trait Writing Rubric for Beginning Writers



Student: _____

Date: _____

IDEAS



Exploring

- Expresses ideas with pictures or minimal readable text
- Reader can infer main idea
- Writer can read text back and elaborate if asked



Developing

- Detailed pictures
- Extended text – two sentences or more
- Readable, easy to understand ideas

Accomplished

- Pictures and/or stand-alone text convey clear meaning
- Elaborate details give pictures/text interest and focus
- Writing makes a point

ORGANIZATION



Exploring

- Balanced placement of pictures/text
- Pictures and text complement each other
- Uses title and/or "The End" to signify beginning and ending



Developing

- Balanced, pleasing layout
- Growing sense of sequencing:
 - Multiple pictures OR
 - Multiple sentences that go together
- Use of title and "The End" - or other indicators
- Sticks with one main topic



Accomplished

- Beginning sentence provides introduction
- Thoughtful title
- Closing sentence
- All details, pictures, sentences in logical order
- Sticks to topic
- Word organizers: Then, Next etc. give structure
- Easy to follow

VOICE



Exploring

- Pictures/text show definite mood/feelings
- Some conventional devices (e.g., exclamation points, underlining) used to strengthen voice



Developing

- Feelings strongly expressed
- Reader has emotional response to text
- Conventional devices may be used to enhance voice, but they aren't needed
- Individual
- Shows beginning awareness of audience:
 - Use of you
 - Direct questions



Accomplished

- Lively, engaging, hard to put down
- Tone/voice easy to describe: bouncy, wistful, aloof, sad, mournful, joyful, etc.
- Projects personal point of view
- Begs to be shared aloud
- Voice influences meaning – or reader's interpretation
- Speaks right to audience

WORD CHOICE**Exploring**

- Uses recognizable words
- Uses nouns, verbs and modifiers
- Often labels pictures
- Uses words correctly in most cases

**Developing**

- Uses words to prompt feelings or create pictures in reader's mind
- Uses variety of words
- Stretches for new words

**Accomplished**

- Vivid, expressive language
- Memorable phrasing
- Minimal repetition
- Vocabulary extends beyond spelling ability
- Striking, unexpected phrasing

FLUENCY**Exploring**

- Writes at least one complete simple sentence (may not be punctuated correctly)

**Developing**

- Writes more than one sentence
- Writes complete or close-to-complete sentences
- Favors patterns:
e.g., I love my dog. I love my school. I love my mom
- Creates text that is easy to read aloud

**Accomplished**

- Writes up to one or two paragraphs or more
- Writes complete sentences
- Occasional compound/complex sentence
- Varies sentence lengths and/or beginnings
- Text sounds very fluent when read aloud

CONVENTIONS**Exploring**

- "Plays" with conventions
- Liberally sprinkles text with punctuation marks
- Attempts phonetic spelling
- Most words readable
- Grammar correct on most sentences

**Developing**

- Experiments with wide range of conventions
- Uses periods, question marks, exclamation points correctly
- Uses capitals on I, names, beginnings of sentences
- Includes margins
- Spelling correct on most words of four or fewer letters
- Attention to placement of title, name, date, etc.
- Sometimes uses paragraphs

**Accomplished**

- Uses wide range of conventions correctly
- Text easy to read
- May use commas, quotation marks, parentheses
- Uses capitals correctly and consistently
- Starts paragraphs in right places
- Neat margins
- Careful placement of title, name, date, etc.
- Spelling correct on most one- or two-syllable words
- All spelling readable
- Grammar correct in most cases

COMMENTS:

Appendix C

This appendix contains examples of student work and how it could be assessed using the 6-Trait Writing Rubric for Beginning Writers. This is a sampling of a few journaling activities.



6-Trait Writing Rubric for Beginning Writers



Student: anonymous

Date: September 12, 2003

IDEAS



Exploring

- Marks on paper
- Meaning "lives" with writer as he/she writes



Developing

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail



Accomplished

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION



Exploring

- Random use of space



Developing

- Pattern – centered, left-to-right, etc.



Accomplished

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE



Exploring

- Bold use of lines
- Use of color
- Voice expressed through dictation



Developing

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures



Accomplished

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

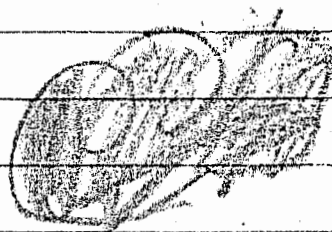
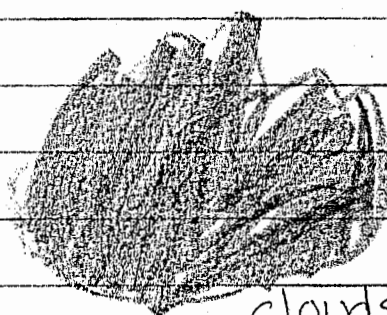
**Accomplished**

- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

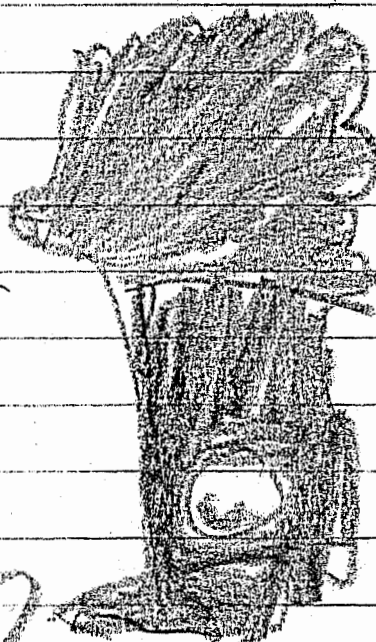
COMMENTS: The students' **ideas** seem to be developing. The student used familiar letter and number shapes throughout the piece. Although the student showed minimal detail, the pictures are thoughtfully **organized** on the page. The clouds are in the sky above the tree and the lion is on the ground in the grass. The student is exploring the use of **voice** through the dark, bold lines. The student expressed **voice** by dictating to the teacher. The **word choice** shows to be developing. Although the student wrote recognizable letters and one number, they have no meaning in relation to the picture. The child is exploring **fluency** with the letter strings that happen to be some of the letters in their name. Finally, the student did not include any **conventions** and therefore is at the exploring stage.

N n

ARBING net 3



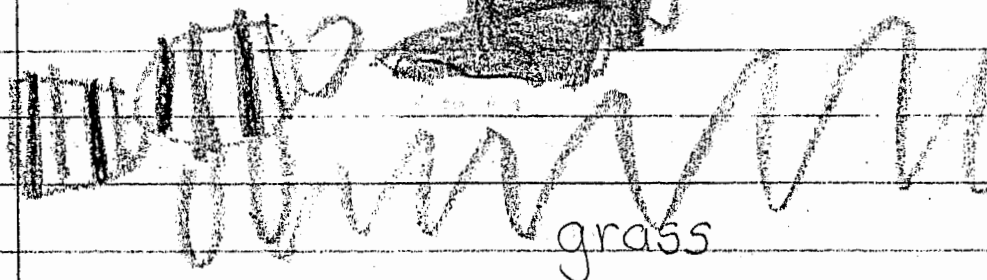
clouds



Nester

ADNY

lion



grass

**6-Trait Writing Rubric for Beginning Writers**Student: anonymousDate: October 29, 2003**IDEAS****Exploring**

- Marks on paper
- Meaning "lives" with writer as he/she writes

**Developing**

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail

**Accomplished**

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION**Exploring**

- Random use of space

**Developing**

- Pattern – centered, left-to-right, etc.

**Accomplished**

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE**Exploring**

- Bold use of lines
- Use of color
- Voice expressed through dictation

**Developing**

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures

**Accomplished**

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

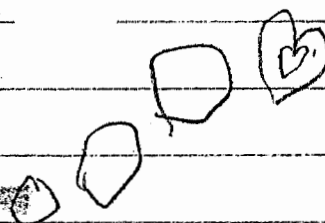
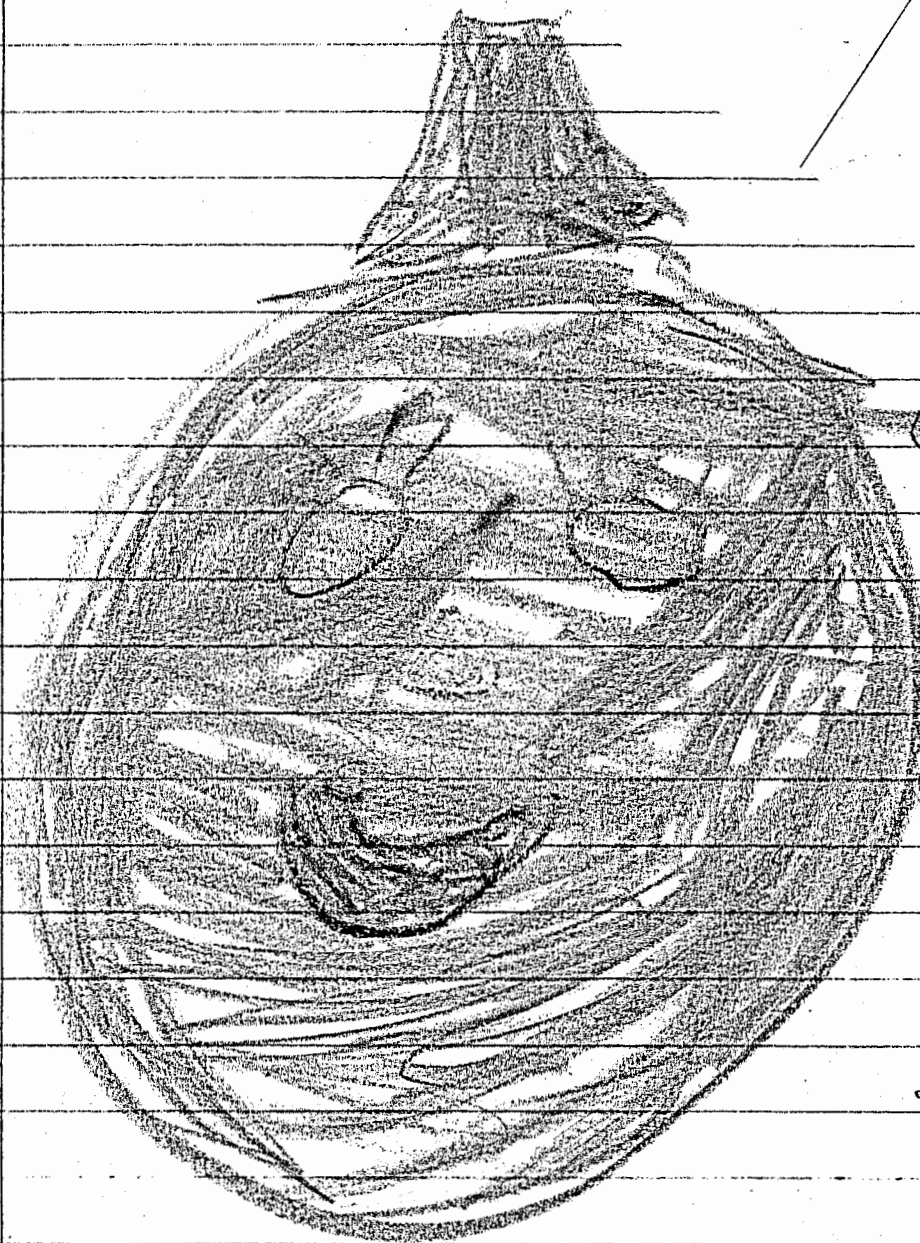
**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

**Accomplished**

- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

COMMENTS: The students' **ideas** seem to be accomplished. The student used familiar letter shapes that were recognizable. The writer included details such as the triangular nose and eyelashes. The **organization** shows to be developing. Although there are not many objects in the picture, the pumpkin is centered. The student is developing the use of **voice** through the expression of feeling. The writer portrayed the mood of the piece when drawing the smile. The **word choice** shows to be developing. The student attempted to label by writing letter strings. The child is just beginning to develop **fluency**. The letter string "BAABAA" is not easily translatable. When dictating to the teacher, the child described the string as being the sound "Boo, Boo." This suggests that the student was using beginning sounds when writing. The student did not use any **conventions** in this piece and shows to be exploring.



MM

BAABAA



6-Trait Writing Rubric for Beginning Writers



Student: anonymous

Date: November 17, 2004

IDEAS



Exploring

- Marks on paper
- Meaning "lives" with writer as he/she writes



Developing

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail



Accomplished

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION



Exploring

- Random use of space



Developing

- Pattern – centered, left-to-right, etc.



Accomplished

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE



Exploring

- Bold use of lines
- Use of color
- Voice expressed through dictation



Developing

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures



Accomplished

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

**Accomplished**

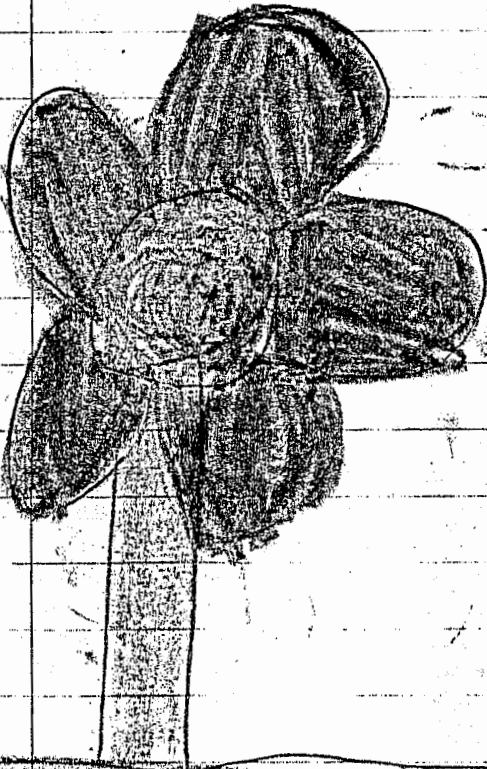
- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

COMMENTS: The writer of this piece was accomplished when using **ideas**. There are recognizable letters and the reader is able to tell what time of year the picture takes place. The child did a nice job when organizing the picture. **Space** is used thoughtfully and objects that are drawn belong in the space where they are. This student had drawn pieces similar to this many times before. If familiar with the students' **voice**, one could tell whose piece it was due to the style. The voice in this piece shows to be accomplished. Word choice is appropriate and the student labeled most of the objects in the picture. There are many recognizable letter strings that prove this students' **word choice** is accomplished. This piece does not show much about the child's development of **fluency**. There are no letters to represent words in a sentence. It's difficult to score this area using this piece of writing. Finally, the **conventions** in this piece are developing. There are three readable words and the student had written their name on the piece.

Blue

RAHOW

Flwr



**6-Trait Writing Rubric for Beginning Writers**Student: anonymousDate: January 12, 2004**IDEAS****Exploring**

- Marks on paper
- Meaning "lives" with writer as he/she writes

**Developing**

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail

**Accomplished**

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION**Exploring**

- Random use of space

**Developing**

- Pattern – centered, left-to-right, etc.

**Accomplished**

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE**Exploring**

- Bold use of lines
- Use of color
- Voice expressed through dictation

**Developing**

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures

**Accomplished**

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

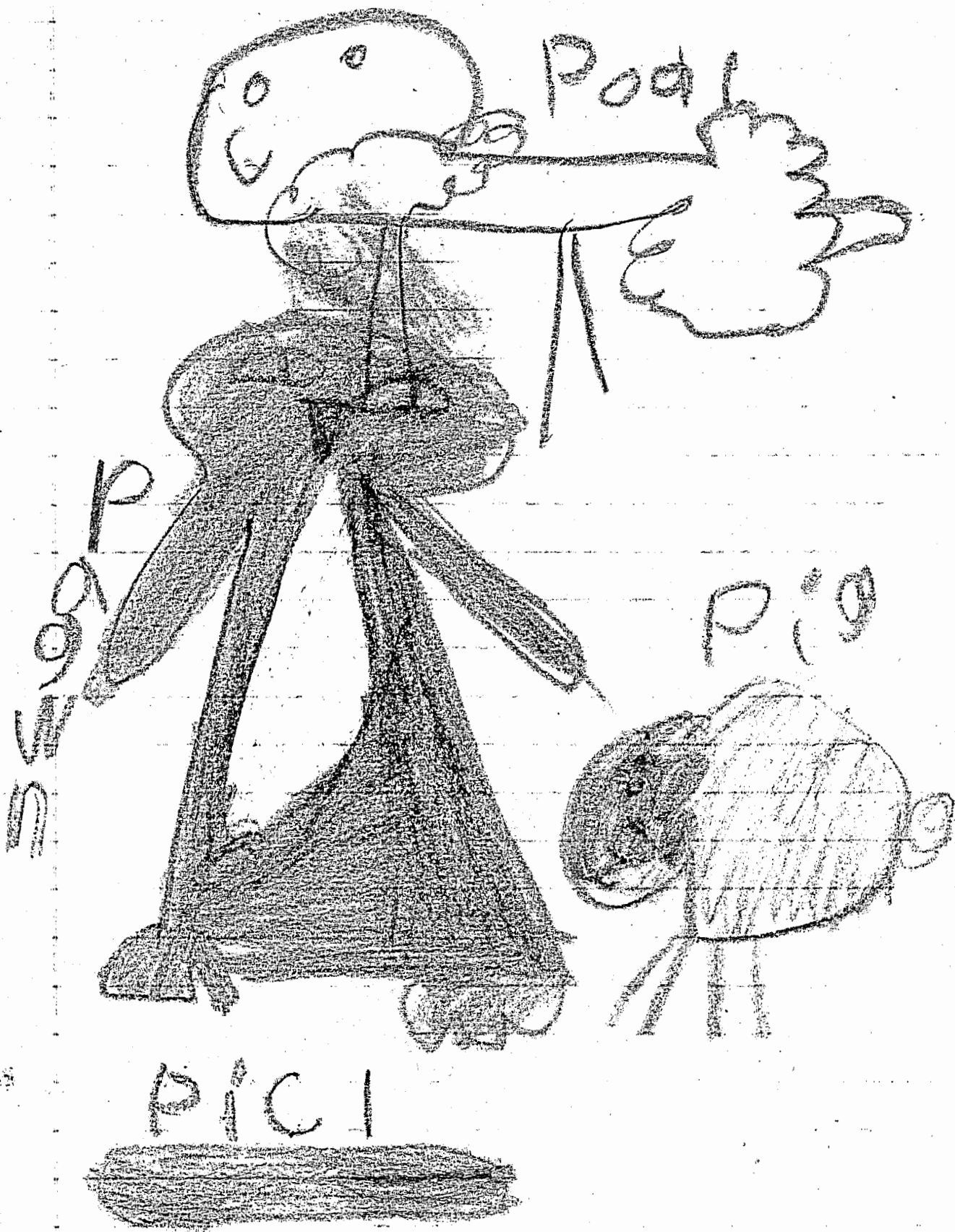
**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

**Accomplished**

- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

COMMENTS: The students' **ideas** in this piece of writing are accomplished. They added many details to the drawings and the letters are highly recognizable. The writer shows to be exploring with the **organization** of this piece. There is no true use of space that would suggest why the pictures are where they are. One animal is drawn on top of the other. The **voice** in this piece is developing. The student used a variety of colors when drawing and the characters show a particular mood through the details on their faces. For example, the poodle's face looks happy. The writer's **word choice** is accomplished. They have a strong knowledge of letter sounds and a variety of words. There is no true example of **fluency** in this piece. The student was strictly labeling pictures and made no attempts to put their ideas into a sentence. The **conventions** of the piece show to be developing. Although there is no punctuation, the writer included several words that are easy to read. The student also included their name on the paper.





6-Trait Writing Rubric for Beginning Writers



Student: anonymous

Date: February 27, 2004

IDEAS



Exploring

- Marks on paper
- Meaning "lives" with writer as he/she writes



Developing

- Letter/number shapes
- "Take a guess" pictures
- Reader creates meaning through inference/guessing
- Minimal detail



Accomplished

- Recognizable letters/numbers
- Recognizable pictures
- Reader can easily infer general idea
- Detail in picture: face, fingers, toes, movement, etc.

ORGANIZATION



Exploring

- Random use of space



Developing

- Pattern – centered, left-to-right, etc.



Accomplished

- Balanced look
- Definite left-to-right "writing" or pictures thoughtfully centered or placed

VOICE



Exploring

- Bold use of lines
- Use of color
- Voice expressed through dictation



Developing

- Pictures show mood/feeling
- Exclamation points or periods
- BIG LETTERS
- Multicolor pictures



Accomplished

- Recognizable as "this child's piece"
- Unique flavor, style
- Expressive pictures
- Expression of feeling in text

WORD CHOICE**Exploring**

- Scribbles
- No real letter/number shapes yet

**Developing**

- Recognizable letter/number shapes
- Borrowing from environmental print
- Labels
- Letter strings – may be hard to read without writer's help

**Accomplished**

- Easy-to-read letter/number shapes
- Some recognizable letter string words
- Variety of words

FLUENCY**Exploring**

- No letter/word strings yet
- Dictates sentences to go with writing

**Developing**

- Letter strings suggest beginning sentences: ilpdg
- Not translatable without help
- Dictates multiple sentences

**Accomplished**

- Letter strings form readable sentences:
- i l k t p l w m d g
(I like to play with my dog.)
- Dictates a whole story or essay

CONVENTIONS**Exploring**

- No recognizable conventions yet
- Can point to conventions in environment

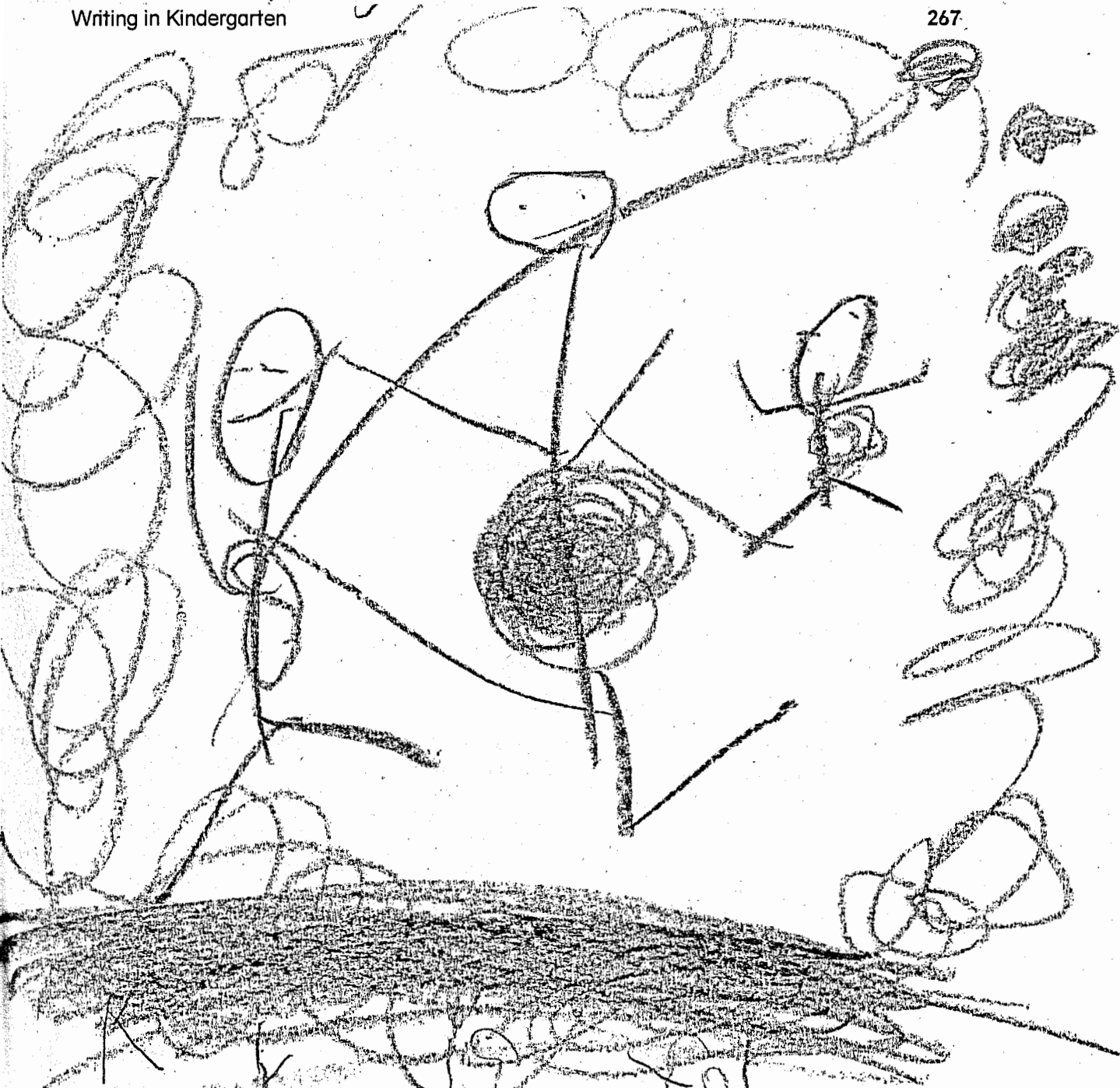
**Developing**

- Places punctuation randomly in text
- "Scribbles" imitate look and shape of text
- Writes name on paper
- Writes one or two readable words

**Accomplished**

- Borrows conventions from print
- Uses title
- Uses name and spells it correctly
- Writes several or more readable words
- Periods placed correctly

COMMENTS: This students' **ideas** are closest to developing. The writer included minimal details in the picture. The people have a face but no other bodily details have been included. The **organization** of the piece is accomplished. The picture is centered and the child used much of the space. The writer only used one color for this piece and the facial expressions show little mood or feeling. Therefore, the child is at the exploring stage of **voice**. The **word choice** for this piece seems to be developing. The child borrowed print that was given when printing familiar letters and words. The letter strings show knowledge of beginning, middle and ending sounds and is easy to read. This piece of writing did not offer many opportunities for **fluency** since the sentence was already provided for the students. The child's **conventions** are developing. They were able to write one word without help that was readable and other words that were provided.



K k is for

KARDEX

**6-Trait Writing Rubric for Beginning Writers**Student: anonymousDate: February 6, 2004**IDEAS****Exploring**

- Expresses ideas with pictures or minimal readable text
- Reader can infer main idea
- Writer can read text back and elaborate if asked

**Developing**

- Detailed pictures
- Extended text – two sentences or more
- Readable, easy to understand ideas

Accomplished

- Pictures and/or stand-alone text convey clear meaning
- Elaborate details give pictures/text interest and focus
- Writing makes a point

ORGANIZATION**Exploring**

- Balanced placement of pictures/text
- Pictures and text complement each other
- Uses title and/or "The End" to signify beginning and ending

**Developing**

- Balanced, pleasing layout
- Growing sense of sequencing:
Multiple pictures OR
Multiple sentences that go together
- Use of title and "The End" or other indicators
- Sticks with one main topic

**Accomplished**

- Beginning sentence provides introduction
- Thoughtful title
- Closing sentence
- All details, pictures, sentences in logical order
- Sticks to topic
- Word organizers: Then, Next etc. give structure
- Easy to follow

VOICE**Exploring**

- Pictures/text show definite mood/feelings
- Some conventional devices (e.g., exclamation points, underlining) used to strengthen voice

**Developing**

- Feelings strongly expressed
- Reader has emotional response to text
- Conventional devices may be used to enhance voice, but they aren't needed
- Individual
- Shows beginning awareness of audience:
Use of you
Direct questions

**Accomplished**

- Lively, engaging, hard to put down
- Tone/voice easy to describe
bouncy, wistful, aloof, sad, mournful, joyful, etc.
- Projects personal point of view
- Begs to be shared aloud
- Voice influences meaning – or reader's interpretation
- Speaks right to audience

WORD CHOICE**Exploring**

- Uses recognizable words
- Uses nouns, verbs and modifiers
- Often labels pictures
- Uses words correctly in most cases

**Developing**

- Uses words to prompt feelings or create pictures in reader's mind
- Uses variety of words
- Stretches for new words

**Accomplished**

- Vivid, expressive language
- Memorable phrasing
- Minimal repetition
- Vocabulary extends beyond spelling ability
- Striking, unexpected phrasing

FLUENCY**Exploring**

- Writes at least one complete simple sentence (may not be punctuated correctly)

**Developing**

- Writes more than one sentence
- Writes complete or close-to-complete sentences
- Favors patterns:
e.g., I love my dog. I love my school. I love my mom
- Creates text that is easy to read aloud

**Accomplished**

- Writes up to one or two paragraphs or more
- Writes complete sentences
- Occasional compound/complex sentence
- Varies sentence lengths and/or beginnings
- Text sounds very fluent when read aloud

CONVENTIONS**Exploring**

- "Plays" with conventions
- Liberally sprinkles text with punctuation marks
- Attempts phonetic spelling
- Most words readable
- Grammar correct on most sentences

**Developing**

- Experiments with wide range of conventions
- Uses periods, question marks, exclamation points correctly
- Uses capitals on I, names, beginnings of sentences
- Includes margins
- Spelling correct on most words of four or fewer letters
- Attention to placement of title, name, date, etc.
- Sometimes uses paragraphs

**Accomplished**

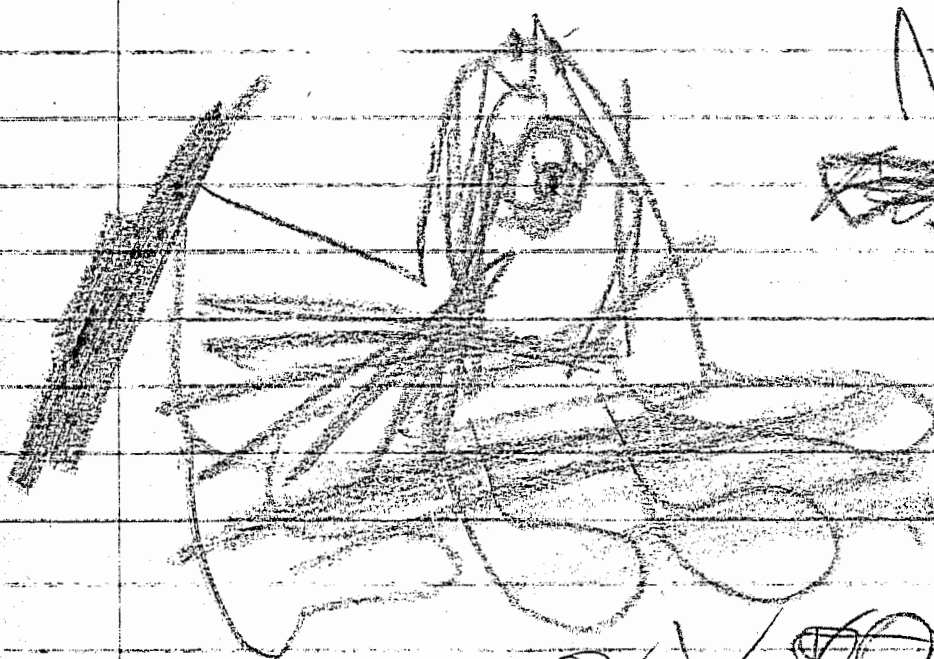
- Uses wide range of conventions correctly
- Text easy to read
- May use commas, quotation marks, parentheses
- Uses capitals correctly and consistently
- Starts paragraphs in right places
- Neat margins
- Careful placement of title, name, date, etc.
- Spelling correct on most one- or two-syllable words
- All spelling readable
- Grammar correct in most cases

COMMENTS: The students' **ideas** are developing in this piece of writing. The pictures alone do not convey a clear meaning but are the main characters in the story. The author used many sentences that are easy to understand if they can be read. For this writer the **organization** is developing. The sentences are sequenced and indicators such as "the end" are used. The

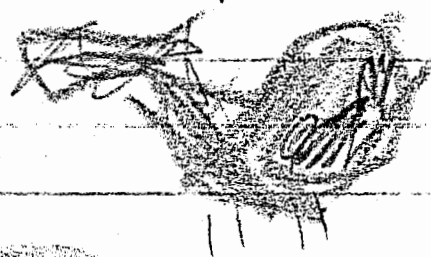
Taken from (Spandel, 2001, p. 354-355).

author stuck with the main topic. Spacing between words would have been helpful for the reader. The **voice** in the text is exploring. The text depicts mood in the story but does not include many other characteristics from the rubric. Word choice in the piece was accomplished. The student used expressive language when writing, "But to solve it....How?" This student's vocabulary greatly extends beyond their spelling ability. The **fluency** in the piece is also accomplished. The writer used many complete sentences that varied in length. This piece can be read fluently when one recognizes the words. Finally, the student used many **conventions** in the piece such as periods, exclamation points and question marks. Also, the spelling is correct on most of the words. Therefore, the writer's conventions are developing.

day in the Foriste
 some 1 to Fte a later
 in the Foriste. But
 to soivitt How?
 the colbe the la ne.
 He Gate his Hose
 on the sprout it all
 down and a row who
 and then it was
 out! some were
 some. the end



Mr. Like



Lucy

Love



Le si

Dictation of Story

One day in the forest someone left a lantern in the forest. But to solve it, how? They called the lamb. He got his hose and he sprayed it all around and around and then it was out. So they were safe. The end.

Appendix D

This appendix contains copies of the Marion Independent School District Writing Benchmarks & Indicators, Conventions Scope & Sequence and K-5 Language Arts Scope & Sequence. These documents are important to use when implementing this project.

Marion Writing Benchmarks & Indicators

The process benchmarks are an part of the conventions & product areas.

Standard: Students will write clearly and effectively for a variety of purposes & audiences

8/4/03

Grade K-2 Benchmarks and Indicators	Grade 3-5 Benchmarks and Indicators	Grade 6-8 Benchmarks and Indicators	Grade 9-12 Benchmarks and Indicators
Process:			
Students will become aware of and practice the writing process, which includes planning, drafting, editing, and publishing.	Students will begin to use the writing process which includes planning, drafting, revising, editing, and publishing.	Students will use the writing process which includes planning, drafting, revising, editing and publishing.	Students will use the writing process which includes planning, drafting, revising, editing and publishing.
Conventions:			
Students will begin to use capitalization and punctuation and begin to move from inventive spelling to standard spelling.	Students will use proper capitalization, punctuation, spelling and grammar.	Students will use proper capitalization, punctuation, spelling and grammar.	Students will use proper capitalization, punctuation, spelling and grammar in increasingly complex writings.
<p>The process of editing with assistance leads to:</p> <ul style="list-style-type: none"> Capitalization and punctuation are attempted in a piece of writing Resources such as picture dictionaries, word walls, and student word books are used <p><i>Introduced K</i> <i>*Assessed beginning Gr. 1</i></p>	<p>The process of editing with assistance leads to:</p> <ul style="list-style-type: none"> Capital letters are used correctly and consistently Commas, apostrophes, question marks, and end punctuation are used correctly High frequency words are spelled accurately Grammar is correct <p><i>*Assessed</i></p>	<p>The process of editing with increasing independence leads to:</p> <ul style="list-style-type: none"> Proper capitalization is applied Punctuation is correct Spelling is generally correct Grammar is correct Paragraphing reinforces the organizational structure <p><i>*Assessed</i></p>	<p>The process of editing with increasing independence leads to:</p> <ul style="list-style-type: none"> Proper capitalization is applied Punctuation is correct Spelling is accurate Grammar is correct Paragraphing reinforces the organizational structure Form and presentation of the text are appropriate for the mode of writing <p><i>*Assessed</i></p>
Product:			
Students will write meaningful sentences to support a topic.	Students will write paragraph(s) which includes a topic sentence, supportive details and a conclusion using a variety of sentence structures and vocabulary.	Students will write papers of multiple paragraphs which includes a strong lead, details, conclusion, figurative language, increasingly complex vocabulary and a variety of sentence beginnings and styles.	Students will write a variety of compositions demonstrating the capacity to communicate knowledge, opinions, and insights through a clear thesis and effective organization of supporting ideas.
<ul style="list-style-type: none"> Write meaningfully about experiences, stories, people, objects, and events 	<ul style="list-style-type: none"> Write to describe, explain, and inform 	<ul style="list-style-type: none"> Write descriptive, informational and narrative compositions, and poems of varied forms 	<ul style="list-style-type: none"> Write narrative, persuasive, descriptive, technical, and expository compositions for identified audiences
<ul style="list-style-type: none"> Writing is revised to improve ideas & organization. 	<ul style="list-style-type: none"> Writing is revised to improve ideas, organization, word choice, sentence fluency and voice. 	<ul style="list-style-type: none"> Writing is revised to improve ideas, organization, word choice, sentence fluency and voice. 	<ul style="list-style-type: none"> Writing is revised to improve ideas, organization, word choice, sentence fluency and voice.
Grade K-2 Benchmarks and	Grade 3-5 Benchmarks and	Grade 6-8 Benchmarks and	Grade 9-12 Benchmarks and

Marion Writing Benchmarks & Indicators

The process benchmarks are an part of the conventions & product areas.

Standard: Students will write clearly and effectively for a variety of purposes & audiences

8/4/03

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Writing in Kindergarten

Indicators	Indicators	Indicators	Indicators
Ideas <ul style="list-style-type: none"> Details are used to expand simple sentences <p><i>Introduced K</i> <i>*Assessed beginning Gr. 1</i></p>	Ideas <ul style="list-style-type: none"> Details and descriptive words expand ideas Paragraph focuses on one topic <p><i>*Assessed</i></p>	Ideas <p>The paper is clear and holds the reader's attention</p> <ul style="list-style-type: none"> The topic is narrow and manageable Accurate details and examples are present to support the main ideas The writer is writing from knowledge or experience <p><i>*Assessed</i></p>	Ideas <p>The paper is clear and holds the reader's attention</p> <ul style="list-style-type: none"> The topic is narrow and manageable Accurate details and examples are present to support the main ideas The writer is writing from knowledge or experience The writer demonstrates understanding of and insight into the topic. The reader's questions are anticipated and answered. <p><i>*Assessed</i></p>
Organization <ul style="list-style-type: none"> Sentences in a piece of writing are arranged in a logical order (beginning, middle, end; sequencing) <p><i>*Assessed beginning Gr. 2</i></p>	Organization <ul style="list-style-type: none"> Sentences are in a logical order with an introduction, middle and end <p><i>*Assessed</i></p>	Organization <p>The organization moves the reader through the text</p> <ul style="list-style-type: none"> The paper has a recognizable introduction, body, and conclusion Transitions connect ideas Sequencing is logical and effective The title, if desired, captures the central theme of the piece <p><i>*Assessed</i></p>	Organization <p>The organization moves the reader through the text</p> <ul style="list-style-type: none"> The paper has a recognizable introduction, body, and conclusion Sequencing is logical and effective Transitions connect ideas Paragraphs well-developed Choice of structure matches purpose and audience <p><i>*Assessed</i></p>
	Voice <p>The writer writes with an awareness of the audience and the purpose for writing</p> <ul style="list-style-type: none"> Expository or persuasive writing shows why the reader needs to know this Narrative writing is personal and engaging, and makes you think about and react to the author's ideas and points of view 	Voice <p>The writer writes with an awareness of the audience and the purpose for writing</p> <ul style="list-style-type: none"> Expository or persuasive writing shows why the reader needs to know this Narrative writing is personal and engaging, and makes you think about and react to the author's ideas and points of view 	Voice <p>The writer writes with an awareness of the audience and the purpose for writing</p> <ul style="list-style-type: none"> Point of view is clear and engaging Tone and voice are appropriate for the purpose and audience Writing reflects a strong commitment to the topic Writer reveals the person

Writing in Kindergarten

8/4/03

	*Assessed beginning Gr. 3	*Assessed	behind the words *Assessed
Grade K-2 Benchmarks and Indicators	Grade 3-5 Benchmarks and Indicators	Grade 6-8 Benchmarks and Indicators	Grade 9-12 Benchmarks and Indicators
	Word Choice <ul style="list-style-type: none"> Descriptive words are used to expand ideas <p>*Assessed beginning Gr. 4</p>	Word Choice <p>Words convey the intended message in an interesting and natural way</p> <ul style="list-style-type: none"> Common vocabulary is used accurately; it is easy to understand what the writer means The words and phrases create pictures for the reader Lively verbs energize the writing. Precise nouns and modifiers add depth <p>*Assessed</p>	Word Choice <p>Words convey the intended message in an interesting and natural way</p> <ul style="list-style-type: none"> Common vocabulary is used accurately; it is easy to understand what the writer means The words and phrases create pictures for the reader Lively verbs energize the writing. Precise nouns and modifiers add depth Writer demonstrates precision and specificity in selection and placement of words and phrases <p>*Assessed</p>
	Sentence Fluency <p>The writing flows and has rhythm</p> <ul style="list-style-type: none"> Sentences are smoothly constructed Varied sentence beginnings add appeal without interrupting flow Dialogue, if present, sounds natural <p>*Assessed beginning Gr. 5</p>	Sentence Fluency <p>The writing flows and has rhythm</p> <ul style="list-style-type: none"> Sentences are smoothly constructed Varied sentence beginnings add appeal without interrupting flow Dialogue, if present, sounds natural <p>*Assessed</p>	Sentence Fluency <p>The writing flows and has rhythm</p> <ul style="list-style-type: none"> Sentences are constructed to underscore and enhance meaning Sentences vary in both structure and length Sentences and thoughts are creatively and appropriately connected Purposeful and varied sentence beginnings are used <p>*Assessed</p>

Marion Independent Schools

Conventions Scope and Sequence

This document is intended to be used as a reference for teachers K-12 to determine at which grade level writing conventions are introduced and mastered. It was developed by the Marion Independent Schools writing curriculum team during the 2002-2003 school year.

An appendix is included to give further examples of the various writing conventions.

MISD Writing Conventions

Introduce M-Master	K	1	2	3	4	5	6	7	8	9+
PUNCTUATION										
Periods										
End of declarative sentence which makes a statement. (This is our school.)	I		M							
End of imperative sentence which makes a request. (Turn to page)	I		M							
Abbreviations (Mr., C.O.D.)		I		M						
Initials (M.W. Smith)			I	M						
Question Mark										
End of interrogative sentence asking a question. (What did you do at school today?)	I		M							
Exclamation Mark										
End of exclamatory sentence which expresses strong feeling. (Don't run in the hall!)	I			M						
After an interjection (Stop!)	I			M						
Commas										
Separate date or month and year (On July 4, 1776, the Declaration of Independence was signed.)		I	M							
Separate city and state in addresses (I live at 1234 Monster Mash Lane, Transylvania, PA.)		I	M							
Separate items in a series containing 3 or more words (The four seasons are spring, summer, fall, and winter.)		I	M							
Separate items in a series containing 3 or more phrases (I ate breakfast, brushed my teeth, and got dressed.)		I	M							
After the greeting and closing of a friendly letter. (Dear Jim, I will see you Saturday. Your friend, Bill)		I	M							
Around nouns of direct address (Sally, get the book for me. Will you open the door, Bill? Hurry, Terry, or we'll be late.)			I		M					
Between two independent clauses in a compound when joined by a coordinating conjunction such as: for and nor but or yet so (I thought I was late, but I made it on time.)				I		M				
To set off an appositive -- words or phrases that explain the word they follow. (Mrs. Clark, our teacher, is absent today.)				I		M				
To set off in the middle of the sentence clauses, phrases and words that are not essential to the meaning of the sentence. (<u>Clause</u> : That Tuesday, which happens to be my birthday, is the only day when I am available to meet. <u>Phrase</u> : The food, on the other hand, doesn't taste good. <u>Word</u> : In this case, however, you seem to have gone the wrong way.)						I				M
To follow dependent clauses, phrases and words at the beginning of sentence. *See appendix								I		M
Between two adjectives that equally describe the same nouns. (We were all day across the dry, dusty desert.)							I			M
After introductory phrases which identify the speaker. (Her mom asked, "What on earth happened to your hair?")					I		M			

MISD Writing Conventions

Introduce M-Master	K	1	2	3	4	5	6	7	8	9+
Semicolon										
Between items in a series if the items contain commas. (Here's a list of things we should be recycling: aluminum cans; cardboard, newspapers and other paper products; glass bottles, jars and other glass items.)								I		M
Before a conjunctive adverb that connects two independent clauses such as also, as a result, for example, however, therefore, and instead. (I apologized for the robot's slipup; however, Crabb continued to scream about careless teenagers and dumb machines.)								I		M
Between two clauses of a compound sentence when not joined by a coordinating conjunction such as for, and, nor, but, or, yet, so.					I					M
Colon										
To introduce a list after an independent clause. (At the store I bought: milk, eggs and bread.)					I		M			
When writing the salutation of a business letter. (Dear Sir:)				I	M					
When using numerals to indicate time. (5:10)	I	M								
When using numerals to indicate volume, page.									I	
Quotation Marks										
To enclose a direct quotation. ("I went to the store," he said.)	I			M						
Place closing quotation marks outside a period or comma. ("We are late," said Jim.)		I		M						
Outside if a question mark or exclamation point is part of the quotation. ("Where are we going?" asked Bill.)		I		M						
With titles of articles, chapters, short stories, or art works; of short plays, poems, or musical compositions; of radio or television programs.			I		M					
In writing conversations, begin a new paragraph every time the speaker changes.			I		M					
Use single quotation marks to enclose a quotation within a quotation. (We read the poem 'The Raven' in class," said Susan.)							I			M
Place exclamation points or question marks that are not part of the quotation outside the quotation marks. (Did I hear you say, "Get out your pencil"?)										I
With words used in a special sense such as ironical, coined, or technical. (This electronic lure is really going to "light up" some fish's life.)								I		M
In direct quotations of more than one paragraph, place quotation marks before each paragraph but at the end of the last paragraph only.							I		M	
Apostrophe										
To replace letters omitted in a contraction. (Don't, can't, won't.)	I	M								
To form the plural of numbers, letters, signs, or words referred to as words. ("How many 7's do you have?")			I		M					
To show possession. (ocean's edge, Bill and Ann's house)	I		M							
Use only an apostrophe to show possession with plural nouns that end in s. (parents')			I		M					
Use an apostrophe and s to show possession of plural nouns that do not end in s. (children's)			I		M					

roduce M-Master	K	1	2	3	4	5	6	7	8	9+
en										
divide words between syllables at the end of a line.										
ords of one syllable should not be divided. (stopped- not stop-ped)					I		M			
pper nouns should not be divided. (Richard- not Rich-ard)					I		M			
not make divisions of one letter. (around- not a-round)					I		M			
th fractions used as adjectives. (one-half glass)				I			M			
mpound ordinal & cardinal numbers. (thirty-three) (fifty-first)				I			M			
th compound titles. (governor-elect) (ex-student)							I		M	
th a compound adjective when it precedes the word it modifies. (first-floor room) (well-stated idea)							I		M	
es										
ow that a speaker has been interrupted. (When she won the y, she shouted, "I can't believe -- " and fainted flat on the floor.)							I		M	
idicate a sudden break in a sentence. (There is one thing -- actually al things -- that I find hard to believe.)							I		M	
ve emphasis to an appositive. (She fell head over heels in love with ppo -- the world's greatest trapeze artist.)							I		M	
nteses										
close words, numbers, or phrases that explain but are not dered of major importance. Mr. Jones (our coach) played baseball lege.				I		M				
rlining and Italics										
hand written content, titles should be underlined. (<u>The Gazette</u> , <u>Raiders of the Lost Ark</u> , <u>Little Women</u>)				I	M					
printed content, titles should be italicized. (<i>The Gazette</i> , <i>Raiders of</i> <i>the Lost Ark</i> , <i>Little Women</i>)					I		M			
es										
ow a pause in dialogue. (She stammered, "I didn't...I mean, got.")									I	
ten words are left out of the beginning or middle of a quotation. ("I depended on books...for that knowledge which comes to others in their eyes and their ears.")									I	
e an ellipse plus the period when words are left out at the end of a nce. ("The human lifespan has nearly tripled in the last 200 ...If you reach 65 and are healthy you can expect to live another 20 ")									I	
APITALIZATION										
italize the first word in a sentence.	I	M								
first word in every line of poetry.				I		M				
italize the first word in a direct quotation.		I		M						
italize names, initials, and titles of persons (Mr., Mrs., Jim, Dr. rof.)	I	M								
italize words of family relationships when used as a person's or part of name (Aunt Ida, Uncle Max)				I		M				

Introduce M-Master	K	1	2	3	4	5	6	7	8	9+
1. Capitalize days of the week, months of the year, and holidays.	I		M							
2. Capitalize the first word and all nouns in the salutation, 1st word or proper names, and closing of a letter.	I		M							
3. Capitalize names of nationalities, races, languages and religions.			I		M					
4. Capitalize buildings and parks (Sears Tower, White House.)			I		M					
5. Capitalize the names of organizations, businesses, & products. (Boy Scouts of America, Sears, Coca Cola)			I		M					
6. Capitalize names of books, magazines, newspapers, works of art, and musical compositions.				I		M				
7. Capitalize roadways, monuments, and bodies of water. (Washington Monument, Great River Road)				I		M				
8. Capitalize regions, Earth and space. (Midwest, Neptune)					I		M			
9. Capitalize historical periods. (Victorian, Paleozoic Era)					I		M			
10. Capitalize the pronoun "I".	I		M							
11. Capitalize countries and streets.		I	M							
12. Capitalize names of ships, trains, planes. (U.S.S. Iowa, Burlington Northern, Enola Gay)				I		M				
13. Capitalize names of proper adjectives. (Spanish, Mexican)				I		M				
USAGE										
Nouns										
Identify: person, place, thing, idea.		I				M				
Common nouns (see capitalization for specific examples)	I					M				
Proper nouns (see capitalization for specific examples)	I					M				
Plurals: add-s, and es with most regular nouns or nouns that end with ss, x, ch, sh. -- f or fe changes to ves-- o changes to os or oes.			I			M				
Plural- irregular (child/ children, foot/feet)				I		M				
Same as singular- sheep, moose, deer, elk.			I			M				
Titles and Abbreviations (Sir, Mrs.)	I			M						
Possessives: (see punctuation: apostrophe for specific examples)			I			M				
Compound words	I			M						
Pronouns										
Identify singular : I, you, he, she, it, me, him, her.	I				M					
Identify plural: We, you, they, us, them.			I		M					
Subject pronouns: I, you, he, she, it, we, you, they.				I		M				
Object pronouns: me, him, her, you, us, them, you.				I			M			
Using I and me		I			M					
Possessive pronouns- singular before nouns: my dog, her before nouns: our class.				I		M				
Singular stand alone: mine, yours, his, hers, its.					I		M			
Plural stand alone: ours, yours, theirs. (i.e. This book is _____.)					I			M		
Verbs										
Action verbs- identifying	I					M				
With direct objects *See appendix for more detail						I		M		
Regular verbs - present tense	I					M				

Introduce M-Master	K	1	2	3	4	5	6	7	8	9+
Regular verbs- past tense- double final consonant +ed (stopped)			I			M				
Regular verbs- past tense- + ed (start - started)		I		M						
Regular verbs- past tense- y to i add ed (cried)			I			M				
Regular verbs- past tense-drop final e and add ed (hoped)			I			M				
Regular verb- future tense (will clap)				I			M			
Irregular verbs- (i.e., see, take, write, lie, etc.) (Past and Future tense follow regular rules)		I						M		
Helping verbs- is, are, was, were, will, would, do, did, does, has, d, have, shall, can, could, be, am, been, being, may, might, must, ould			I				M			
Irregular verbs - perfect tense (will have)			I				M			
Linking verbs- (be: am, is, are, was, were, will be). Other verbs- ste, become (List see 19.)			I				M			
Contractions with "not" are verbs (see punctuation)- can, can't			I		M					
Subject- verb agreement (Singular- dog barks, Plural- dogs bark)			I				M			
Adjectives										
Identify adjectives that tell- what kind? (colors, size, shape, etc.)			I					M		
Identify adjectives that tell- how many? (few, several, some, two, c.)			I					M		
Identify adjectives that tell-which one? (that, this, first, next)						I			M	
Articles- a, an, the			I		M					
Predicate adjectives- adjectives following linking verbs. (He is fine.)					I			M		
Comparative Adjectives- er and more (faster)			I				M			
Superlative Adjectives- est and most (fastest)			I				M			
Irregular forms-(Good, Better, Best) (Bad, worse, worst) (many, more, ist)				I			M			
Demonstrative Adjectives- this, that, these, those.							I		M	
Verbs										
Identify adverbs that tell: how (carefully, eagerly, totally, scarcely) .				I						M
Identify adverbs that tell:where (around, over, there, outside, up).				I						M
Identify adverbs that tell: when (how often, or how long, tomorrow, first, r, usually).				I						M
Comparative- harder, more often				I					M	
Superlative- hardest, most often				I					M	
Avoid double negatives					I		M			
Use good as an adjective, and well as an adverb.					I					M
Positions - Identify Prepositions- words that show position or ctions (in, from, inside, toward, of, at, to, on, above, across, after, er, during, around, through, up, over)									M	
Conjunctions - - words that connect individual words or groups of words.										
Coordinating conjunctions- and, or, but, for, so, yet.					I			M		

Marion Independent Schools

Language Arts Scope and Sequence K-5

I = Introduce * = Expand M = Master						
Reading Indicators by Grade Level						
	K	1	2	3	4	5
I. Word Strategies						
26 Upper Case Letters	I/M					
26 Lower Case Letters	I/M					
Consonants		I	M			
Blends (bl, fl, pl, sl, st, br, cr, dr, fr, gr, tr, str, sm, sn, sw, pr, cl, gl, tw, sp, spr)		I	M			
Digraphs - sh, ch, th, wh		I	M			
Vowels		I	M			
Phonograms		I	M			
Variant vowels - oo, ow, ar, or, er			I	*	*	*
Diphthongs - oi, oy, ou, ow			I	M		
Rhyming			I	*	*	*
Word parts - little		I	*	*	*	*
Roots			I	*	*	*
Suffix - ly, ness, ful		I	*	*	*	*
Prefix - un			I	*	*	*
Compound Words		I	*	*	*	*
Contractions - n't, 'll, 've 'd		I	*	*	*	*
Possessives		I	*	*	*	*
Plurals - regular and irregular		I	*	*	*	*
Inflectional Endings - er, est, s, es, ed, ing		I	*	*	*	*
Syllabication					I	*
Blend CVC words	I	M				
Context clues		I	*	*	*	*
Homophones			I	*	*	M
Homographs			I	*	*	*
Synonyms			I	*	*	M
Antonyms			I	*	*	M
Substitution			I	M		
Uses self-monitoring strategies		I	*	*	*	*
Uses self-correcting strategies.		I	*	*	*	*
Sight words	I	*	*	*	*	*
Intonation		I	*	*	*	*
Punctuation	I	*	*	*	*	*
Fluency		I	*	*	*	*
Expression		I	*	*	*	*
Segment CVC words	I	*	*	M		
Recognize sounds of consonants and short vowels	I	*	*	M		
Produce sounds of consonants and short vowels	I	*	*	M		
II. WORD MEANING						
Contractions		I	*	*	M	
Possessives		I	*	*	*	*

Inflectional Endings - er, est, s, es, ed, ing		I	*	M		
Compound Words		I	*	*	*	M
Word parts		I	*	*	*	*
Roots			I	*	*	*
Prefix			I	*	*	*
Suffix		I	*	*	*	*
Picture Clues	I	*	*	*	*	*
Context Clues		I	*	*	*	*
Homophones			I	*	*	M
Homographs			I	*	*	*
Synonyms			I	*	*	M
Antonyms			I	*	*	M
Uses self-monitoring strategies		I	*	*	*	*
Syllabication			*	*	I	*
Uses self-correcting strategies.		I	*	*	*	*
Figurative language			I	*	*	*
Re-reading		I	*	*	*	*
Plurals		I	*	*	*	*
III. Comprehension						
Retelling	I	*	*	*	*	*
Main idea - Explicit; Literal ideas	I	*	*	M		
Recalling details			I	*	*	*
Sequencing	I	*	*	*	*	*
Problem/Solution			I	*	*	*
Recognize genres			I	*	*	M
Interpret information from charts, diagrams	I	*	*	*	*	*
Implicit main ideas					I	*
Details		I	*	*	*	*
Summarizing		I	*	*	*	*
Story Elements	I	*	*	*	*	*
Prior Knowledge	I	*	*	*	*	*
Point of view				I	*	*
Theme					I	*
Make Inferences		I	*	*	*	*
Conclusions		I	*	*	*	*
Mental Images, visualization		I	*	*	*	*
Ask higher level questions		I	*	*	*	*
Synthesizing			I	*	*	*
Summarizing		I	*	*	*	*
Compare/contrast		I	*	*	*	*
Fact/Opinion		I	*	*	*	*
Fiction/Nonfiction	I	*	*	*	*	*
Cause/Effect		I	*	*	*	*
Provide Rationale and Evaluate					I	*
Reality/fantasy		I	*	*	M	
Creates predictions/predicts outcomes		I	*	*	*	*
Checks predictions		I	*	*	*	*
Provides rationale for predictions				I	*	*
Evaluates predictions				I	*	*

[illegible]

Spelling	K	1	2	3	4	5
Produce writing that contains a large portion of correctly spelled high frequency words		I	*	M		
Write text that can be read by self and others by using phonetic spelling	I	*	*	M		
Uses a variety of strategies to spell unknown words – segmenting, sounding out, matching to familiar word or word parts, and rules.	I	*	*	*	*	*
Automatically spell familiar words and word endings correctly		I	*	*	M	
Notice when words do not look correct and use strategies to correct spelling		I	*	*	M	

I - Introduced R - Reteach * - Taught and Expanded						
Writing Process & <u>Six Traits</u>	K	1	2	3	4	5
Prewriting (Planning)						
Generate Ideas	*	*	*	*	*	*
Choose and Narrow Ideas				*	*	*
Identify Purpose and Audience					*	*
Select Writing Mode						
• Factual/Fictional Narrative			*	*	*	*
• Persuasive			*	*	*	*
• Expository				*	*	*
• Descriptive						*
Drafting						
Specific Purpose			*	*	*	*
Specific Audience			*	*	*	*
Organizational techniques (lists, webs, graphic organizers, outlines)			*	*	*	*
Revising						
Clarify <u>ideas</u>						
Use <u>organizational</u> patterns						
Match <u>voice</u> to audience						
Use rich, colorful, precise <u>choices</u> to revise flat writing						
Vary <u>sentence</u> and purpose						
Editing						
Edit for convention (See MISD Conventions)						
Publishing/Sharing						
Presents final copy according to purpose						

- Introduced

R - Reteach

* - Taught and Expanded

Information Resources	K	1	2	3	4	5
Book Concepts (cover, title; author/illustrator)	I	*	M			
Nonfiction text features (bold faced words, captions, diagrams, maps, headings)				I	*	*
Parts of a Book						
• Glossary			I	*	M	
• Index			I	*	M	
• Table of Contents			I	M		
• Title Pages						I
• Copyright Page						I
• Bibliography/Works Cited						I
References						
• Almanac						I
• Atlas (?)					I	*
• Calendar	I	*	M			
• Dictionary						
o Alphabetical Order		I				M
o Use Guide Words				I	*	M
o Use Entry Words				I	*	*
o Parts of Speech					I	M
o Diacritical Marks				I	*	*
o Multiple Meanings				I	*	*
• Encyclopedia					I	*
• Library Classification System			I	*	*	*
• Newspapers				I	*	*
• Telephone Books				I	*	*
• Thesaurus					I	*
• Internet (?)						I

I - Introduced

R - Reteach

* - Taught and Expanded

Study Skills	K	1	2	3	4	5
Follow Directions	I	*	*	*	*	*
Use Alphabetical Order		I	*	*	*	*
Skim and Scan for Information					I	*
Organize Information						
• Classification	I	*	*	*	*	*
• Notetaking						
o Pictorial (Draw & Label)				I	*	*
o Notecards					I	*
o Graphic Organizers						I
Use Test Taking Strategies				I	*	*
Develop Personal Habits of Self-Assessment	I	*	*	*	*	*

Handwriting	K	1	2	3	4	5
Controls pencil	I	M				
Writes fluently and legibly in manuscript handwriting		I	M			
Writes fluently and legibly in cursive manuscript				I	M	